

SAINT MICHAEL'S COLLEGE

GRADUATE CATALOGUE 2001-2003



One Winooski Park, Colchester, Vermont 05439

ACADEMIC CALENDAR — 2001/2002

Fall Semester 2001

August 25-27
New Student Orientation
August 27
Upperclass Registration
August 28
Classes for all

September 5
Last day to add a course

October 8-9
No Classes

October 12
Last day for making up I grades from
Spring and Summer terms
Quarterly reports due

October 19
Last day to withdraw from a course

November 20
Thanksgiving Recess begins after
last class
November 26
Classes resume

December 7
Last day of classes
December 8-9
Study days
December 10-15
Final exams

Spring Semester 2002

January 13
Registration
January 14
Classes for all

January 22
Last day to add a course

February 22
Last day for making up I grades
Quarterly reports due
Winter recess begins after last class
March 4
Classes resume

March 8
Last day to withdraw from a course

March 28
Easter Recess begins after last class
April 2
Classes resume

April 30
Last day of classes

May 1
Study day
May 2-4
Final exams
May 5
Study day
May 6-7
Final exams
May 11
Baccalaureate
May 12
Commencement

SAINT MICHAEL'S COLLEGE

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One Winooski Park, Colchester, Vermont 05439

Saint Michael's College

Graduate Catalogue

One Winooski Park
Colchester, Vermont 05439
(802) 654-2100
1-800-981-4383 (in VT)
Web site: <http://www.smcvt.edu/gradprograms/>
e-mail: gradprograms@smcv.edu

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Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges, the National Catholic Educational Association and Universities, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council, and the Association of Vermont Independent Colleges.

Saint Michael's College is committed to affirmative action and equal opportunity. It does not discriminate against students, employees, or applicants for admission or for employment on the basis of race, color, gender, age, ethnicity, religion, sexual orientation, disability, or physical characteristics. Members of the College are encouraged to communicate in a gender-fair manner.

Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify schools, students, and prospective students of significant changes.

The Graduate Programs

History

From 1926 to 1959, the College offered a variety of master's level programs including a master of education degree; master's of arts degrees in English, French, history, Latin and sociology; and master's of science degrees in biology, chemistry, and mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960s, most of these early programs were phased out. However, the Graduate Programs in Education were continued, and the 1960s saw the initiation of the Graduate Program in Theology (1962) and the Graduate Program in Teaching English as a Second Language (1963).

In 1979, the Graduate Program in Administration and Management was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing numbers of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes, and special workshops were developed to broaden opportunities for specialized study. In the 1970s, the Graduate Program in Counseling was developed and in 1983 evolved into the Graduate Program in Clinical Psychology.

At present, over 650 students are enrolled on a part- or full-time basis in the five programs. In general, the Graduate Programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in community, education, or public service.

Continuing Traditions

The Graduate Programs continue to exemplify the Saint Michael's tradition of quality education that prepares students to contribute to both a chosen field of study and the social community. These programs respond to educational needs in Vermont, in the nation, and beyond, by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders. The Graduate Programs provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich professional and personal experiences, as well as the academic environment. It is hoped that graduate students, faculty, and staff will also strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the workplace, but in church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.

Admission to Graduate Study

The Graduate Programs seek students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, sexual orientation, or national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her disability.

All persons applying for graduate study, including advanced certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request from the respective graduate program.

The decision to admit a student to graduate study is made within individual departments by program directors in consultation with other key people. All persons seeking admission to graduate study should confer with the program director or faculty advisor before a final admissions decision is made.

Application Procedures

Please see individual departments for application procedures.

Admission Procedures for International Students

International students are invited to apply for admission to graduate study with Saint Michael's College. In addition to all admissions procedures and requirements described previously and listed under the program areas, international students must also submit:

1. A statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College. This information is required before immigration documents can be sent. See number 3.
2. Applicants, where English is not their native language, are required to submit an official copy of the test results of the Test of English as a Foreign Language (TOEFL). For admission, a test score of 550 or higher (213 on the computer-based test) is required.
3. Students who are not citizens of the United States must enter the United States on a Student Visa (F-1). In order to obtain a Student Visa, student must have an I-20 form issued by Saint Michael's College.

Student Status

Graduate students are classified in one of the categories listed below.

1. An auditor is a student who receives no credit, but must complete the normal registration procedures.
2. A non-degree student is one who is registered for credit, but is not formally admitted to a degree program. Students must apply for admission and be accepted prior to or upon completion of six credit hours or risk not having additional credits applied toward the degree.
3. A degree student is one who has been formally admitted to a program of study through the application process.
4. A certificate student is admitted on either a pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

Academic Policies

Student Responsibility

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with the Graduate Catalogue and the specific requirements of each program.

Advising

Students are encouraged to meet with the program director or academic advisor for advice and assistance in designing programs of study and in understanding program requirements.

General Academic Requirements

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. A full-time grad-

uate student is one who carries a minimum of nine or more credits in the fall and spring semesters, and six or more credits in the summer session. The standard full-time load for graduate students is 9 to 12 credit hours with maximum enrollment of 14 credit hours in any session. Special permission from the director is needed for a graduate student to take more than 14 credit hours in any session.

Registration

Registration procedures are outlined in the class schedule sent to students by mail each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, withdrawals, special arrangements and program termination must be approved by the appropriate program director. Payment in full, or approved deferment arrangement, must be made prior to the first class meeting. Registration will be canceled for students not satisfying these obligations. Students will not graduate, receive grades or transcripts of records until all financial obligations are met.

Course Additions

A student adding courses must do so before three class hours in the course have passed. To add a class after initial registration, students must have permission of the program director, and must complete the registration process before attending class.

Course Withdrawals

Any student may withdraw from a class up until the end of the drop/add period (normally three class hours) and no notation for that course will be made on the permanent record/transcript. After that time, students may withdraw from courses up until the mid-point of the course and a grade of "WD" will be assigned, but is not computed in the student's average.

After the mid-point of the course, graduate students withdrawing from a course will receive a grade of "WP," withdrawn passing, or "WF," withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (the same as "F," 0.0 grade points). Two "WF" grades may result in dismissal from the program.

Tuition refunds are based upon the date on which the Registrar's Office is notified of the withdrawal. (The tuition refund schedule is noted in the semester schedules.) Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

The College does not automatically drop students or assign "WD" grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar's Office.

Withdrawal From a Degree Program

A student must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program, if the student wishes to resume the graduate program. The student may be subject to catalogue changes.

Attendance at Classes

Regular attendance at all classes is essential. Each student is expected not to be absent without good cause. Each program or instructor may set criteria for attendance and excessive absence.

Grade Reports

Grade reports are issued at the end of each term by the Registrar's Office and are mailed to the student at his/her residence. The College reserves the right to withhold grade reports if the student has unmet financial obligations to the College.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The act states that students, and parents of dependent students, can have access to their educational records, and at the same time the act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community in understanding the provisions of the Act as they apply to Saint Michael's College.

College Policy on Student Access to Educational Records

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five days from the date of receipt of the written request. Educational records include academic records, confidential letters, and statements.

Records not covered by the act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical and psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by a student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification.

Students may request unofficial copies of any educational record at the cost of \$1.00; official copies sent directly to other institutions are sent at the cost of \$2.00. Immediate requests are processed for a fee of \$5.00.

College Policy on Release of Confidential Records

The College will not release any educational record concerning any student or former student unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members who have legitimate educational interests in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements of administration of the Financial Aid Program.
4. Accrediting organizations in carrying out the accrediting function.
5. Parents of a dependent student.
6. Directory information (see following page).
7. Organizations conducting studies on educational programs provided that the identity of the student is not revealed.
8. In an emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may see the records. Each College office will keep a record of all individuals requesting or receiving student records except as noted in item number one above.

Gender-Fair Language

The mission statement of Saint Michael's College demands that we respect the dignity of each human person. The College's non-discrimination clause furthermore mandates fair treatment regardless of gender. In light of these objectives, faculty, staff, administrators, students, trustees, and friends of Saint Michael's are encouraged to communicate in a gender-fair manner.

Directory Information

The College will, in the course of the school year, release to the public certain information regarded as directory data. If a student does not want this information publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information":

Name and Address	Height/Weight (athletic team members)
Telephone Number	Dates of Attendance
Date/Place of Birth	Degrees and Awards
Academic Major	Previous School Attendance

Hearings

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for course work except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the coordinator the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within forty-five days of receipt of the written request. The results of the hearing will be transmitted in writing to the student, and all other parties involved. The student may appeal the decision to the president of Saint Michael's College. The president's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.

Family Educational Rights and Privacy Act Coordinator: John Sheehey, Registrar, Jeanmarie Hall 288, 802-654-2571.

Services for Students with Disabilities

Services for students with disabilities are coordinated through the Office of the Vice President for Student Affairs. The College Engineer deals with facility accessibility issues and supports the services coordinated by Student Affairs. The Office of the Associate Dean of the College coordinates services for students with learning disabilities. Any questions or concerns about such services should be directed to:

Michael D. Samara	David Cutler	Edward J. Mahoney
VP for Student Affairs	Director of Physical Plant	Associate Dean of the
Alliot Hall 105	Founders Annex	College
802-654-2556	802-654-2653	Jeanmarie Hall 281
		802-654-2347

Learning Disabilities Policy

Saint Michael's College is committed to providing support services for all students, including students with disabilities, as they progress in their education. The College works

with those students on an individual and informal basis. Students must meet with the Associate Dean of the College at the beginning of each semester in order to receive the support services that the College provides. In addition to peer tutoring, the Writing Center, and study skills training available to all students, we will provide "reasonable accommodations" to students with documented learning disabilities. A support group for students with learning disabilities is also available through the Student Resource Center.

Saint Michael's College accommodates the special needs of those students who are covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Professional Ethics and Academic Honesty

Graduate students are expected to adhere to high standards of professional responsibility, conduct and integrity in all areas of graduate study, whether academic or otherwise. Copies of the College's "Academic Integrity Policy" are available in the office of the Associate Dean of the College.

Educational Fees and Expenses

Saint Michael's Graduate Programs publishes all fees and expenses in the semester course schedules. Please call the graduate office at 802-654-2100 to receive a course schedule.

Graduate Grading System

In the graduate programs, grades are reported and recorded by letters that have numerical equivalents and the following grade point values:

Grade Equivalent	Numerical Equivalent	Qualitative Equivalent	Qualitative Points
A	96-100	Above average grad.-level work	4.0
A-	90-95	Above average grad.-level work	3.7
B+	85-89	Above average grad.-level work	3.3
B	80-84	Average grad.-level work	3.0
B-	75-79	Average grad.-level work	2.7
C	70-74	Below aver. grad.-level work	2.0
F	0-69	Failure	0.0
WD		Withdrawal	0.0

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon course work at Saint Michael's College.

A "B" or 3.0 average must be maintained to continue work in a graduate program and to receive a master's degree or certificate. Students whose grade point average falls below 3.0 will be subject to review by the Graduate Academic Review Board. The Review Board will determine whether or not the student will be allowed to continue in the program.

Incomplete Grades

A grade of "I" (Incomplete) is assigned only in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the program director and course instructor who will submit a signed form to the Registrar. If an "I" grade is not made up within six weeks of the beginning of the semester following the assignment of the notation (not counting summer session), a "WF" grade is assigned.

Extensions

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue into the following semester. In addition to the semester following enrollment in the course, the student may petition for continuance of the "XT" to the program director.

Audit

A graduate student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments, or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

Academic Disqualification

Only two (2) "C" grades are allowed. Graduate students will be academically disqualified and not permitted to continue their graduate studies if a third "C" or an "F" is earned.

Transfer of Credit

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, typically no more than six graduate credits may be accepted. For graduate degrees requiring more than fifty credits, a program director may allow more than six transfer credits. The only course credits considered for transfer will be those that are applicable to the student's program in which a grade of "B" or better was attained and which were completed within five years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded only after completion of at least twelve credits, or upon the granting of candidacy. Students will be charged \$10.00 per credit for requested transfer credits.

Modification or Waiver of Requirements

Students who wish waiver or modification of a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

Special Arrangements

The courses Independent Research, Directed Readings, Practicum or Internship are special areas of graduate study provided for students in degree programs to undertake a project, study, or reading effort in an area usually not covered through any existing courses in the regular curriculum. Students must meet with the appropriate program director for planning and approval before registering for one of these special arrangements.

Time Limit

There is a seven-year Statute of Limitations requirement. The student must complete the master's degree program within seven years from the start of the first semester of course work. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

Continuous Enrollment

Part-time graduate studies are encouraged. However, once admitted into a degree or certificate program, it is important that the student shows regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

Completion of a Degree Program

A student is eligible to graduate upon completion of all degree requirements (refer to individual program areas) and with an overall 3.0 grade point average.

Students may graduate at any one of three times during the year: May, August or December. Graduation ceremonies are held once each year, in May. Students who complete degree requirements in August or December are invited to participate in ceremonies the following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester. At the beginning of the academic year in which a candidate plans to complete a master's degree program, he/she should:

1. Meet with the program director to review coursework and student file to date, and to review requirements remaining for completion of the degree.
2. Submit an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date. The deadlines for filing this form are:
August graduation: July 1
December graduation: November 1
May graduation*: February 1

* Ceremony conducted

Graduate Financial Aid

Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of continuing an education rests with the students, it also realizes that there are students who do not have available means.

Financial aid consisting of grants, loans, and work at Saint Michael's College is offered on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are income, assets, number of dependents, other educational expenses, debt, retirement needs, and unusual circumstances.

All aid recipients must apply for financial aid each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid.

There are three types of graduate financial aid at Saint Michael's:

1. Grants, which are funds that do not have to be repaid;
2. Loans, which are funds borrowed that must be repaid, at a lower interest rate;
3. Workstudy, which are funds that the student earns.

In order to receive/retain college grants, federal loans, and workstudy, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College. A graduate student must also be enrolled at least half-time per semester; i.e. six credits, to be considered for these aid programs.

Grants

Graduate grants are offered to students who are in good academic standing and have financial need as determined by the financial aid administrator. Amounts vary depending on need. Graduate Financial Aid Applications are available in the Financial Aid Office, in the Klein Building. Students must also submit a signed copy of their federal income tax return to the Financial Aid Office and complete a Free Application for Federal Student Aid (FAFSA).

Graduate Assistantships

Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to nine credits of course-work each semester.

An applicant for a graduate assistantship must meet all admission requirements for the graduate program that one plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required. To apply for a graduate assistantship, persons should:

- a. Submit all materials for admission to the graduate program.
- b. Submit letter of application for the assistantship to program director.
- c. Interview with personnel of the program in which the assistantship is proposed.

Federal Stafford Loan Program (subsidized)

A Stafford Loan is a low interest loan made to a student borrower by a bank or credit union. The interest rate is variable capped so it will not exceed 8.25%. Loans for new Stafford borrowers with academic periods beginning on or after July 1, 1988 are subject to different interest rates. Graduate students may borrow up to a maximum of \$8,500 per year depending on financial need as determined by the Financial Aid Administrator. Students applying for the loan must file a Free Application for Federal Student Aid (FAFSA), which is available in the Financial Aid Office, to establish eligibility for the loan. Students must also submit to the Financial Aid Office a signed copy of their federal income tax Return. In some cases, the amount of a student's need may limit the size of the loan. Interest is paid by the federal government while the student is attending college full time (half time if you are a new borrower) and the principal is deferred while the student remains in school. Students should contact their lender or state higher education agency for applications and deferment information.

Federal Stafford Loan Program (unsubsidized)

The Higher Education Amendments of 1992 established an unsubsidized Federal Stafford Loan Program that takes effect for periods of enrollment beginning on or after October 1, 1992. The terms and conditions of the unsubsidized Federal Stafford Loan are similar to those of the subsidized Federal Stafford Loan (see the Vermont Stafford Loan Application and Promissory Note) with one major difference: an unsubsidized Federal Stafford Loan does not qualify for federal interest subsidy. The student is responsible for the payment of all interest that accrues on the loan from the date of disbursement. Payment of principal is not required during your in-school, grace, or authorized deferment periods.

Note: Most federal, state, and college aid for post-secondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc., to find financial assistance.

Publications

The following publications are available at many libraries. We recommend that you take the time to look into them:

Financial Aids for Higher Education. Oreon Keeslar, Editor. William C. Brown Company, Publishers, Dubuque, Iowa.

Need a Lift? The American Legion Education and Scholarship Program, Americanism and Children & Youth Division, Indianapolis, Indiana.

Chronicle Student Aid Manual. Published by Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Don't Miss Out - The Ambitious Student's Guide to Scholarships & Loans. Robert Leider, Octameron Associates, P. O. Box 3937, Alexandria, Virginia 22302.

A Selected List of Major Fellowship Opportunities and Aid to Advanced Education for U. S. Citizens. National Science Foundation, Publications, Room 234, 1800 G Street N.W., Washington, DC 20550.

Paying for Your Education: A Guide for Adult Learners. College Board Publication Orders, Department C-88, Box 3815, Princeton, New Jersey 08541.

Directory of Financial Aids for Women. Gail Ann Schlachter. 1978. Available from Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, California 90036.

Women and Fellowships. Judith Nies. 1979. Available from Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, DC 20005.

Also: *The College Blue Book: Scholarships, Fellowships and Grants*

Graduate and Professional School Opportunities for Minority Students

The Foundation Directory

The Grant Register

Handbook of Aid to Higher Education by Corporations, Major Foundations, and the Federal Government.

Web Site:

www.fastweb.com Free scholarship search and more.

Administration and Management

History and Philosophy

Graduate Programs in Administration and Management at Saint Michael's College include a 40 to 46-credit Master of Science in Administration degree (M.S.A.) and an 18-credit post-master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 300 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public, and private sectors.

The curriculum is theory-based but course work is complemented by the student's ongoing work experience, upon which many class projects are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings. Designed specifically for working professionals, classes are scheduled on evenings and weekends or in intensive summer sessions.

Objectives

The Saint Michael's Graduate Programs in Administration seek to fulfill the mission of the College through a concentrated study of the nature, function, societal, and ethical role of organizations. The programs emphasize that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of our graduate management programs to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies, and environments.

Graduate administration students at Saint Michael's College are provided an opportunity to develop necessary administrative and management skills through course work and through the activities and assignments in the courses. In the context of class assignments, the students should demonstrate an ability to:

- Research, write, present, and defend reports on issues in administration and management;
- Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
- Show proficient application of information technology;
- Examine the theory and application of various models to support management decision making;
- Analyze the structure, leadership style, group processes, and power relationships of given organizations;
- Select and apply appropriate and workable management techniques to cases or current situations;
- Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
- Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
- Use effective interpersonal communication skills;
- Consider ethical issues in their cultural context; and
- Understand and appreciate diversity.

Master of Science in Administration (M.S.A)

M.S.A. Admission Procedure and Requirements

Students must submit the following for admission into the M.S.A. program:

1. An admissions application;
2. An official bachelor's degree transcript from an accredited institution, normally with a minimum B- (2.8) G.P.A. This should be sent directly to Saint Michael's College Graduate Programs.
3. An indication of full-time relevant work experience: usually at least three years;
4. Two letters of recommendation indicating evidence of academic and/or professional competence. Submit the two names for reference with your application, and Saint Michael's will send out reference forms;
5. A resumé;
6. A single page essay describing your educational and career background and reasons for acquiring an M.S.A. The essay should also include four to seven personal, specific goals which will be achieved as a result of matriculation in the program;
7. A TOEFL score of 550 or higher (213 on the computer-based test) for all applicants whose native language is not English; and
8. An application fee.

While Saint Michael's College periodically notifies applicants regarding the completeness of their files, it is the applicant's responsibility to ensure that all necessary documents are received.

M.S.A. Requirements

The M.S.A. program requires the successful completion of a minimum of 40 credits or a maximum of 46 credits of coursework with a grade point average (G.P.A.) of 3.0 or higher. It is the student's responsibility to meet all of the degree requirements and follow the policies governing the M.S.A. program. The degree is granted upon the student successfully completing the following degree requirements:

1. Qualifying Courses

Students must take or have previously taken the following five courses at an accredited graduate or undergraduate institution or successfully complete an assessment in the following five courses:

GSA 491	Applying the Behavioral Sciences to Management
GSA 492	Application of Economic Theory
GSA 494	Accounting for Managers
GSA 495	Marketing Management
GSA 496	Business Quantitative Tools and Statistics

The qualifying course requirements of economics, accounting, management, marketing, and business statistics may be waived by applying for advanced standing in any of these five courses in recognition of previous graduate or undergraduate course work completed with a minimum of B- (2.8), not older than five years at the time of application. Advanced standing may also be granted if a student demonstrates competency by successfully completing a relevant CLEP Subject Examination. Only College-Level Examination Program (CLEP) scores comparable to a B- (2.8), not older than five years, may be used for advanced standing. Business Quantitative Tools and Statistics may be taken or waived based upon successful completion of a skills assessment. (See further information on this under Candidacy Requirements section.)

If possible, the qualifying courses should be taken as beginning courses in the M.S.A. Students who waive two, three, four, or five qualifying courses must still complete 40 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for 43 credits; and if no qualifying courses are waived, 46 credits are required for the M.S.A.

2. Core Courses

Students must complete the following 16 credits:

GSA 511	Managerial Presentations (2cr.)
GSA 513	Financial Management I
GSA 515	Effective Written Communication (2cr.)
GSA 545	Management and Ethics
GSA 595	Leadership Seminar I
GSA 596	Leadership Seminar II

GSA 511 Managerial Presentations and GSA 515 Effective Written Communication should be taken near the beginning of the M.S.A. program. GSA 595 and GSA 596 Leadership Seminar I & II are designed to be taken as capstone courses at the end of the program.

3. Elective Courses

Students must complete a minimum of five 3 credit electives, or as many courses as necessary to complete the degree requirements of 40 to 46 credits. It is recommended, but not required, that nine credits be taken in one of the areas of specialization toward the M.S.A., with an additional six credits taken outside the selected area of specialization. Current areas of specialization include: Organizational Behavior/Management, Planning & Control, Human Resource Management, International Management, Marketing, Management Information Systems, and Nonprofit Management. Please note that areas of specialization represent a concentration and will not appear on the student's degree. Elective courses by area of specialization are:

(Courses are three credits unless otherwise indicated.)

Organizational Behavior/Management

GSA 517	Implementing Teams in the Workplace
GSA 520	Topics in Organizational Behavior
GSA 521	Change and Innovation in Organizations
GSA 522	Power and Politics in Organizations
GSA 523	Interpersonal Communication
GSA 525	The Future of Management
GSA 526	Entrepreneurship
GSA 527	Legal Issues in Administration
GSA 528	Executive Decision Making
GSA 529	Managing Conflict in Organizations
GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 546	Comparative Management and International Business
GSA 547	The New Business Paradigm
GSA 549	The Learning Organization
GSA 597	Organizational Policy
GSA 598	Thesis Seminar
GSA 635	Women in Leadership (1 cr.)
GSA 641	Team Development (1cr.)

Planning and Control

GSA 532	Computers for Managers: The Information Toolbox
GSA 533	Strategic Management
GSA 534	Financial Management II
GSA 535	Production and Operations Management

GSA 536	Investment Analysis and Portfolio Management
GSA 537	Planning and Control Systems
GSA 538	Systems Thinking: A Management Perspective
GSA 540	Total Quality Management
GSA 549	The Learning Organization
GSA 617	Preparing a Small Business Plan (1cr.)

Human Resource Management

GSA 527	Legal Issues in Administration
GSA 530	Training for the Trainer
GSA 551	Human Resource Management
GSA 552	Labor Management Relations
GSA 554	Professional Effectiveness
GSA 556	Total Compensation
GSA 633	Multiculturalism in the Workplace (1cr.)
GSA 641	Team Development (1cr.)
GSA 650	Mediation and Negotiation (1cr.)

International Management

GSA 546	Comparative Management and International Business
GSA 559	International Finance
GSA 561	International Marketing

* GSL courses with director's approval

Marketing

GSA 561	International Marketing
GSA 562	Sales and Sales Management
GSA 563	Sales Promotion and Advertising
GSA 564	New Product Development
GSA 626	Marketing for Nonprofit Organizations (1 cr.)

Management Information Systems

GSA 532	Computers for Managers: The Information Toolbox
GSA 541	Managing Information Systems
GSA 550	Digital Futures
GSA 582	Advanced Uses of the Internet
GSA 586	Multimedia Technology
GSA 604	The Internet (1 cr.)
GSA 624	Multimedia (1 cr.)

Nonprofit Management

GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis
GSA 551	Human Resource Management
GSA 605	The Nonprofit Organization (1cr.)
GSA 606	Volunteer Management (1cr.)
GSA 607	Issues in Nonprofit Management Seminar (1cr.)
GSA 609	Financial Management Issues for Nonprofits (1cr.)
GSA 626	Marketing for Nonprofit Organizations (1cr.)
GSA 628	Strategic Planning for Nonprofits (1cr.)
GSA 629	Public Policy and the Nonprofit Sector (1cr.)

GSA 640	The Nonprofit Board (1cr.)
GSA 641	Team Development (1cr.)
GSA 681	Resource Planning and Grant Writing (1cr.)

Often new electives are offered under GSA 591 Special Topics. Some electives are offered every other year depending on enrollments. You may check with the director about the specific schedule.

Up to six transfer credits from another accredited graduate institution with a "B" grade or better and not older than five years old may be used as elective credits. Students may take up to six elective credits in the Saint Michael's College master's programs in education, clinical psychology, teaching English as a second language, or theology. See the course descriptions and prerequisites for the courses in each program. A total of three 1-credit electives (600 course number series) may be taken to equal one 3-credit course. Unless a student chooses the Nonprofit Management area of specialization, no more than three 1-credit electives may be taken for the degree.

4. Candidacy Requirements

In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing and quantitative skills to achieve candidacy. After admission to the M.S.A. program, but prior to the completion of twelve credits, students must complete the candidacy requirements and apply for candidacy. The candidacy requirements include the following:

- a. Students may show proficiency in writing by satisfactorily completing:
 - GSA 515 Effective Written Communication; or
 - a writing course at another accredited institution with prior approval by the program Director.
- b. Students may show proficiency in quantitative skills by satisfactorily completing:
 - a skills assessment in Business Quantitative Tools and Statistics; or
 - GSA 496 Business Quantitative Tools and Statistics.

The quantitative skills assessment should be scheduled with the program director.
- c. Students must submit personal goals from Section B of the Portfolio Requirement.

5. Portfolio Requirement

Students must prepare a portfolio which provides a record of accomplishment of personal and program goals, an analysis of leadership/followership style, and evidence of the ability to conduct action research. Students should begin the portfolio at the start of their program and must have it completed and approved prior to graduation. Portfolio development workshops are held annually. Students are encouraged to attend a workshop early in the program.

Portfolio Development: The following are sections that must be included in the completed portfolio:

- a. **Introduction to the Portfolio:** In this section, students should preview the contents of the portfolio for the reader. What the reader will find in each section, various highlights, and any editorial comments should be included.
- b. **Program and Personal Goals Accomplishment and Application:** In this section, evidence demonstrating the achievement of the goals of the M.S.A. and personal goals should be discussed in the context of the work situation. Students need to state in what courses or through which experiences in the M.S.A. program they achieved the goal and secondly, what was learned from the courses and/or

experiences. They will need to describe how they have applied the learnings and understandings to their work situation. In what ways have they increased contributions to the organization as leaders and/or followers? How has personal and professional growth increased worth to the company for which they work? Evidence of accomplishment of the goals, which includes papers, reports, video presentations and case analyses, should be included in appendices. In addition to personal goals, students need to address the following program goals in this section:

- Demonstrate an ability to research, write, present, and defend reports on issues in administration and management;
 - Present administrative topics to diverse audiences using effective delivery skills and use of appropriate visual aids;
 - Show proficient application of information technology;
 - Examine the theory and application of various models to support management decision making;
 - Analyze the structure, leadership style, group processes, and power relationships of given organizations;
 - Select and apply appropriate and workable management techniques to cases or current situations;
 - Understand how external factors, such as the global economy, international politics, sociological, technological, and ecological trends impact an organization;
 - Synthesize the theories and applications learned throughout the student's experiences in a comprehensive evaluation of a current situation;
 - Demonstrate effective interpersonal communication skills;
 - Consider ethical issues in their cultural context; and
 - Understand and demonstrate an appreciation of diversity.
- c. **Individual Leadership/Fellowship Case Study:** In this section, the students develop a leadership case study in which they analyze the effectiveness of their leadership/fellowship styles within the given structure of an organization. This analysis should demonstrate research skills and the ability to determine both effective and ineffective patterns of leadership/fellowship behavior and to develop a plan for improving effectiveness
- d. **Team Action Research Paper & Presentation:** This section includes a report of a team project. This project is designed to introduce students to the concept and practice of "leader as decision maker." Students will present a team case on a "real" company, selected by the students and approved by the faculty. This case must be written and presented. It must integrate the fields of business and include evidence of the ability to apply decision-making techniques and models. In addition, evidence of computer usage must be demonstrated.
- e. **Portfolio Summary:** In this section, students should present a summary statement of contents of the portfolio. Students should include in what ways it reflects experiences in the program and comments about the process of developing the portfolio.

Portfolio Process:

- a. Students must submit personal goals from Section B with the candidacy form within the first 12 credits.
- b. Students should attend a portfolio workshop.
- c. In the final semester, the portfolio must be submitted for final review and examination before a faculty committee.

M.S.A. Graduation Requirements

Graduation is contingent upon successful completion of all degree requirements. A student must file an Intent to Graduate Form at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be approved by the director and sent directly to the Registrar's Office by November 1 for December graduation, by February 1 for May graduation, and by July 1 for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

Certificate of Advanced Management Study (C.A.M.S.)

This program is designed for working professionals who have completed their master's degree and are interested in further developing knowledge and skill areas in management and administration in private, public, and nonprofit administration.

The C.A.M.S. allows the individual the opportunity to follow a self-designed program of study and requires the successful completion of eighteen credit hours or six 3-credit courses in the fields of management and administration, drawing upon graduate-level courses offered as part of the Master of Science in Administration program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have master's degrees in the fields of administration and management (M.S.A.), business administration (M.B.A.), public administration (M.P.A.), economics (M.A. or M.S.), computer science (M.S.), education administration (M.Ed.) or other related areas are invited to apply for admission to the C.A.M.S.

C.A.M.S. Admission Requirements

Students must submit the following for admission into the C.A.M.S.:

1. An admissions application;
2. An official master's degree transcript from an accredited graduate degree program with a minimum 3.0 G.P.A. This should be sent directly to Saint Michael's Graduate Programs.
3. A one-page essay describing your educational background, personal and career goals, and reasons for applying to the C.A.M.S. program;
4. Two letters of recommendation providing evidence of professional and academic competence (recommendations are not necessary for Saint Michael's M.S.A. graduates). Submit the two names for reference with your application and the Graduate Office will send out the reference forms;
5. TOEFL score of 550 or higher (213 on the computer-based test) for all applicants whose native language is not English; and
6. An application fee.

The C.A.M.S. Admissions packet may be requested through Saint Michael's Graduate Programs. It is recommended that the student meet with the director to discuss the proposed C.A.M.S. course of study.

C.A.M.S. Admission Procedure

1. **Application:** An admissions application should be completed and forwarded to the attention of Saint Michael's Graduate Office with supporting documents (including names and addresses of two individuals whom the student believes will be willing to recommend him/her to the program).
2. **Transfer of Credit:** If an applicant has successfully completed graduate course work beyond the master's at another institution (but the degree was not conferred), a student may request that up to six credit hours be transferred toward the

C.A.M.S. program. A Transfer of Credit Form must be completed and submitted with the application.

3. **Individual Program of Study Form:** The student should complete an Individual Program of Study Form, preferably with input from the director. Students cannot register for courses in this program until an individual program of study has been approved.

Upon completion of the required eighteen credits in the C.A.M.S., students will receive a certificate of completion from Saint Michael's College.

Special Note

Advising: The program directors serve as academic advisors for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The directors work with each student in planning individual programs of study upon admission and then candidacy. Students are encouraged to plan a course of study with the directors beginning with the first course.

Student Advisory Board: Students are encouraged to participate in the program through the Student Advisory Board. The board has been active in suggesting curriculum updates, admissions revisions and student resource needs. If a student is interested in participating, the director should be contacted for further information.

Nonprofit Management Series

Saint Michael's College offers a post-bachelor Nonprofit Management Series designed to meet the educational needs of nonprofit professionals who want a wider range of experience in management. To complete the series, students are required to complete a minimum of nine credits within the nonprofit management courses, which are listed under the areas of specialization in this catalogue. At least six of these nine credits must be 1-credit nonprofit management courses. These courses may be audited or taken for graduate credit. The nonprofit management courses may also serve as an area of specialization for students admitted to the M.S.A. degree program. When registering for the last course in the series, a student should notify the director. Then, upon completion of the required nine credits in the Nonprofit Management Series, students will receive documentation of completion from Saint Michael's College.

Information Technology Certificate

The Certificate in Information Technology (18 credits) is designed for professionals in public, private, and nonprofit organizations who strive to increase their knowledge and skills in information technology. This certificate offers an opportunity for participants who want a program that will help them apply information technology to their fields.

Participants take six required credits and twelve elective credits. Courses may be taken singly or applied as part of the Information Technology Certificate. In addition, the participant may apply most of these credits towards the Graduate Programs in Education or Administration and Management. For more information on the Information Technology Certificate, please refer to the Graduate Programs in Education section of this catalogue.

Special Note: Participation in the Nonprofit Management Series or Information Technology Certificate does not constitute admission to a graduate degree program at Saint Michael's College. Applicants who wish to follow a degree program must formally apply to Saint Michael's College.

Qualifying Courses

- GSA 491 Applying the Behavioral Sciences to Management 3 cr.**
The focus of this course is at the micro level in organizations: issues concerning individuals, interpersonal relations, and groups. The primary method of learning is experiential in which we attempt to create conditions for understanding concepts through direct classroom experience and through readings and discussions. This course seeks to foster an understanding of the basic social processes and theories of management and organizational behavior and to promote a self-awareness of the student/manager as a participant in these processes. *Formerly: Management/Organizational Behavior.* (Fall)
- GSA 492 Application of Economic Theory 3 cr.**
This course is designed to increase one's economic literacy through a study of national and international economic institutions and principles. The role of the private, public and not-for-profit sector in producing the nation's output in a rapidly changing global economy is examined. Students will further acquire skills in the use of economist's "tools," "analytical techniques," and how to interpret the myriad of economic indicators designed to measure economic well-being. *Formerly: Introductory Economic Theory.* (Summer)
- GSA 494 Accounting for Managers 3 cr.**
This course provides a basic understanding of financial and managerial concepts for users of accounting information. Case studies are the basis for understanding what accounting information is, what it means, and how it is used in the management of organizations. The cases will lead students through basic financial statements and financial analyses, and provide the basis for class discussions regarding the use of accounting data for evaluation, planning, and control. *Formerly: Financial Accounting.* (Fall)
- GSA 495 Marketing Management 3 cr.**
This course will focus on the strategic decisions that must be made to achieve an organization's marketing objectives. Particular emphasis is placed on the elements of the marketing mix, the impact of external environmental factors on marketing mix decisions, and ethical considerations in marketing. (Spring)
- GSA 496 Business Quantitative Tools and Statistics 3 cr.**
This course is designed as an introduction to business quantitative tools and how managers use them. The information gained is intended to help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, probability, and managerial forecasting techniques. Note: Based on the results of an assessment given on the first night of class, individual students may be required to attend an additional non-credit math skills workshop. *Prerequisite: College algebra or permission of instructor.* (Fall/Spring)

Core Courses

- GSA 511 Managerial Presentations 2 cr.**
This course is designed to support students in the development and refinement of their presentation skills and enhance their ability to express themselves effectively in a business setting. Students will refine their presentation skills by emphasizing the organization, planning, and delivery of presentations; developing an audience analysis strategy for presentations; and discussing the design and integration of visuals. Both formal and informal presentations will be required. The major and final presentations will be videotaped and critiqued. *Formerly: Managerial Communications.* (Spring/Summer)
- GSA 513 Financial Management I 3 cr.**
This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance, will be accessible to students in the assigned text, but are not to be covered in this basic course. *Prerequisite: GSA 494 Accounting for Managers or Financial Accounting or equivalent.* (Spring)
- GSA 515 Effective Written Communication 2 cr.**
This course introduces and reviews all aspects of the writing process, with an emphasis on writing in a business or organizational setting. Among the topics covered are grammar, punctuation, syntax, word usage, outlining, proofreading, revising and editing. APA style rules are taught as well. Students learn how to communicate their ideas concisely and convincingly through a wide variety of writing assignments that include thorough evaluations by both the professor and peers. Classroom discussions focus on brief readings that offer insights into techniques used by professional writers. (Fall/Spring)
- GSA 545 Management and Ethics 3 cr.**
This course explores the effects of personal, corporate, and societal values on decision-making in the marketplace. It assists students in the development of reasoning skills for the application of ethical principles to management. (Fall)
- GSA 595 Leadership Seminar I 3 cr.**
This is part one of a two-part capstone course where students can synthesize and apply knowledge from a variety of MSA course offerings. The focus of the course is on the individual during the first semester and on the team during the second semester. Leadership style and abilities are assessed through a variety of inventories and through such activities as simulations, team projects, cases, lectures, and discussion. Leadership is examined from both a theoretical and personal perspective. *Prerequisite: All courses in GSA must be completed or permission of director.* (Fall)
- GSA 596 Leadership Seminar II 3 cr.**
Continuation of GSA 595. During the Spring semester the focus is on the team. *Prerequisite: GSA 595 Leadership Seminar I.* (Spring)

Note: Qualifying and Core courses are usually offered each year in the designated semester; however, electives may be offered in every-other-year sequencing.

Elective Courses

(Please refer to M.S.A. Degree Requirements for a listing of electives by area of specialization)

GSA 509 Facilitating Learning in Organizations 3 cr.

This is a simulation in which the participants become members of a team associated with Learning Corporation, Inc. The associates are responsible for researching, developing and facilitating educational and training programs for a variety of organizations based upon learning theories, adult learning principles and good instructional practice. Participants will have the opportunity to assess and demonstrate facilitation skills. A group project/presentation and an individual project are required. *Formerly: The New Role of the Manager.*

GSA 517 Implementing Teams in the Workplace 3 cr.

In this course participants use the team approach to study the processes involved in implementing teams in the work place. Sessions involve skill training in listening, conflict resolution, problem solving, leadership, communication and administrative skills (scheduling, cost analysis, performance appraisals) as they relate to effective team functioning. A group project/presentation and an individual project are required.

GSA 520 Topics in Organizational Behavior 3 cr.

This course introduces students to the study of human behavior, attitudes, and performance within an organizational setting. Students learn how individual perceptions, values, and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration is followed by application exercises. *Formerly: GSA 512.*

GSA 521 Change and Innovation in Organizations 3 cr.

Change and Innovation prepares students to be internal and/or external change agents in organizations. Organizations can no longer be static, but must constantly adapt to new environments and customer needs. Organizational members must learn to create and manage change. In this course students learn how to identify the changing environmental needs, identify the key players for organizational change, and how to plan, implement, and manage organizational change.

GSA 522 Power and Politics In Organizations 3 cr.

This course reviews methods on how to exercise the power and influence needed to get things done through others, especially when responsibility exceeds authority. Through the use of case studies and class simulations, students begin to learn how to develop a sufficient resource of "unofficial" power to achieve goals, deal with conflict and foster creative team behavior. Finally, students learn how to avoid naiveté and cynicism, and how to deal with power in relationships without abusing it.

- GSA 523 Interpersonal Communication 3 cr.**
This course provides students an opportunity to examine informal and formal interpersonal communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations are complemented with practical applications utilizing role-playing, simulations, and case analyses.
- GSA 525 The Future of Management 3 cr.**
This course analyzes the emerging trends that will impact the "private" and "nonprofit" sectors in the future. Through readings, lectures, and simulations, students become familiar with the technology, knowledge, and skills that will be required of managers to work in organizations of the future. *Formerly: Future Shock: Management in the 21st Century.*
- GSA 526 Entrepreneurship 3 cr.**
The processes of opportunity assessment and resource management are examined in this course, as well as the entrepreneurial characteristics of founders and the required skills to successfully start and manage new ventures. Business planning and technology-based entrepreneurship and innovation receive special attention. *Formerly: Entrepreneurship and Innovation.*
- GSA 527 Legal Issues in Administration 3 cr.**
This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in agency, contract, taxation, and employment law. Some other major topics include state and federal government regulation, business organizations, individual rights, and products liability.
- GSA 528 Executive Decision Making 3 cr.**
This course is based on a series of class simulations, which provide students with the opportunity to make decisions in a variety of organizational settings. Each student practices decision-making skills that will assist them in making critical individual, group, and organizational decisions.
- GSA 529 Managing Conflict in Organizations 3 cr.**
This course introduces students to the study of human behavior, attitudes and performance within an organizational setting. Students learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration is followed by application exercises.
- GSA 530 Training for the Trainer 3 cr.**
Participants in this course examine various elements for designing and implementing training sessions in organizational settings. Topics include learning theory, learner characteristics, planning learning experiences, teaching/learning strategies and evaluating learning outcomes. As part of the course each participant is expected to make a presentation demonstrating course principles and concepts.

- GSA 532 Computers for Managers: The Information Toolbox 3 cr.**
 The information age has its tools; no less than the manufacturing age before it. This class introduces the programs most frequently used to retrieve, analyze, and display data on personal computers. The class consists of extensive "hands-on" sessions with evaluation based on assigned and selected projects.
- GSA 533 Strategic Management 3 cr.**
 This course reviews the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis, and business modeling techniques are reviewed. *Prerequisite:* GSA 513 Financial Management, GSA 495 Marketing Management, GSA 491 Applying the Behavioral Sciences to Management or permission of instructor.
- GSA 534 Financial Management II 3 cr.**
 This course introduces the advanced student of finance to the theory and application of decisions required of the chief financial officer. Advanced topics of study include capital structure and the cost of capital, capital budgeting, financing techniques, leverage, mergers, and acquisitions. The use of case analysis, readings, and class discussion enable the student to assume the role of the financial manager in addressing the questions and issues raised in the course. *Prerequisite:* GSA 513 Financial Management I or permission of instructor.
- GSA 535 Production and Operations Management 3 cr.**
 This course introduces the intermediate student of management to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas are covered: decision-making, forecasting, work-system design, facilities planning and design, inventory control and quality assurance. *Prerequisites:* GSA 494 Accounting for Managers and GSA 496 Business Quantitative Tools and Statistics or permission of instructor.
- GSA 536 Investment Analysis and Portfolio Management 3 cr.**
 This course provides comprehensive coverage of both fundamental investment analysis and modern portfolio theory. The students examine the organization and functions of securities markets, the modern development in investment theory, the valuation of debt and equity securities, and the nature of derivatives. Students will perform company/industry investment analysis and manage a portfolio. *Prerequisite:* GSA 513 Financial Management I or permission of instructor.
- GSA 537 Planning and Control Systems 3 cr.**
 This course examines the major administrative techniques that managers and planners use in managing organizations. The following techniques are employed: operational analysis, program analysis, network analysis (P.E.R.T.), program budgeting (P.P.B.S.), management information systems (M.I.S.), management by objectives (M.B.O.), and others.

- GSA 538 Systems Thinking: A Management Perspective 3 cr.**
 Systems Thinking is one of the most important advancements in how to think and how to effectively communicate complex organizational problems. Systems Thinking focuses management's attention from dealing with symptoms to addressing the root causes of problems. Students will have an opportunity to use system tools to identify, analyze, and resolve problems in their organizations.
- GSA 540 Total Quality Management 3 cr.**
 This course is designed to help the students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This is accomplished by presenting information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; examining how a variety of organizations have adopted TQM; and enabling the students to apply the course material by evaluating a simple process and developing recommendations for improvement.
- GSA 541 Managing Information Systems 3 cr.**
 This course presents concepts that managers need for effective use and management of information systems. Topics include basic technological and managerial aspects of system and implementation, strategic uses of information technology, and management and control of information systems.
- GSA 542 Business and Nonprofit Organizations:
 A Comparative Analysis 3 cr.**
 This course focuses on what business can learn from nonprofits, because according to Peter Drucker, "The best management practices and most innovative methods now come from what is called the third sector." Through a series of management simulations, students have an opportunity to compare and contrast the similarities and differences between for-profit and nonprofit organizations.
- GSA 546 Comparative Management and International Business 3 cr.**
 The primary purpose of international business is to effectively allocate resources, coordinate organizational activities, and accomplish specific goals. The fundamental goal of this course is to expose students to the myriad of decisions required of managers managing across international borders. This course will focus heavily on analyzing internal and external environmental conditions of conducting business in a global environment. Students will be asked to analyze country-specific data and internal organizational factors that influence managerial decision-making in multinational organizations. The goal is to increase each student's understanding of the global business environment and thereby enhance his or her ability to function effectively across borders.
- GSA 547 The New Business Paradigm 3 cr.**
 This special topics seminar assesses how emerging paradigm shifts are restructuring the way organizations are doing business. (Paradigm shift is a distinctly new way of thinking about old problems and is usually received with coolness, mockery, and hostility.) Specifically the course analyzes these paradigm shifts and assesses their impact on Organizational Behavior.

- GSA 549 The Learning Organization 3 cr.**
To ensure the survival of organizations, managers must be able to learn from their environment and create new strategies that capitalize on their knowledge. This course reviews six disciplines (personal mastery, mental models, shared visions, team learning, systems thinking and creativity) that form the foundation of the learning organization. Through a blend of theory and application, this course reviews the way companies generate, communicate, and leverage their intellectual assets.
- GSA 550 Digital Futures 3 cr.**
Almost all information can be converted into a digital form. This technology is exerting major changes in telecommunications, healthcare, education, and other knowledge-based industries. No one can predict the future, yet billions of dollars are riding on the outcome. This course explores the implications of these digital futures by covering technical, business, social, legal, and ethical implications of this new world. In addition to class discussions and assigned readings, students research and report on topics of interest.
- GSA 551 Human Resource Management 3 cr.**
This course is designed to cover a broad spectrum of human resource management areas: job design and analysis, human resource planning, recruitment and selection, training and development, performance appraisal, wage and salary systems, health and safety, and employee and union relations. Consideration will also be given to government regulations, legal requirements, and contemporary issues in human resource management.
- GSA 552 Labor Management Relations 3 cr.**
This is a broad survey course. Topics include the history of the American labor movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom participation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation.
- GSA 554 Professional Effectiveness 3 cr.**
This course is designed to help students develop personal and professional skills that will enhance their managerial effectiveness. Students learn to work more effectively with others by developing a better understanding of behavioral styles, learn ways to work more effectively with difficult behavior styles, learn ways to communicate more assertively, and refine listening skills. Students will complete action plans for each topic area and design a final project. Each must demonstrate an integration of the course material. Throughout the course students will look at ways to develop more effective work habits, enhance their credibility, and build stronger professional relationships.
- GSA 556 Total Compensation 3 cr.**
This course examines the methodology used in determining effective compensation and benefits systems. Topics include job analysis and evaluation; point factor, ranking and classification systems; performance appraisal; team based rewards; group health and welfare benefit programs; qualified retirement plans; flexible benefits; and the legal requirements affecting compensation and benefits administration. *Formerly Benefits.*

- GSA 559 International Finance 3 cr.**
The student is introduced to the unique issues and opportunities facing the international financial manager. Students develop an understanding of foreign exchange rates, risk management, multinational funds flow mechanisms, international financial markets, foreign trade transactions and global investment management. Teaching methodology assumes application of concepts is the most effective way to learn, and therefore requires the students to make decisions regarding foreign exchange exposure positions, management of a global equity portfolio, and international finance cases. Students must also keep up to date with current developments in the international financial markets. *Prerequisite: GSA 513 Financial Management I or permission of instructor.*
- GSA 561 International Marketing 3 cr.**
International Marketing exposes the student to the application of marketing techniques to the global marketplace. The course addresses the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course also focuses on how the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets. *Prerequisite: GSA 495 Marketing Management or permission of instructor.*
- GSA 562 Sales and Sales Management 3 cr.**
This course gives the student an overview of the sales function in a marketing-oriented organization. The course addresses what makes an effective sales strategy and presentation, and how the sales operation and sales people are managed within a marketing oriented organization. *Prerequisite: GSA 495 Marketing Management or equivalent.*
- GSA 563 Sales Promotion and Advertising 3 cr.**
Sales Promotion and Advertising focuses on the management of the entire sales promotion function. The course consists of an in-depth analysis of the uses of advertising, public relations, and non-advertising promotional techniques. Through a variety of readings and case analyses students gain familiarity with the issues which organizations must deal with to attain various financial and non-financial promotional goals. The main emphasis is on selecting the most appropriate vehicles for transmitting the firm's message in order to increase sales. *Prerequisite: GSA 495 Marketing Management or permission of instructor.*
- GSA 564 New Product Development 3 cr.**
This course focuses on the process of creating and marketing new products (or services). The course runs through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle. *Prerequisite: GSA 495 Marketing Management or permission of instructor.*
- GSA 571 Ethical Issues in Health Care Management 3 cr.**
Ethical dilemmas are unavoidable in the workplace. This course explores a variety of management ethical issues commonly faced by people in the health care field. The course first offers a framework for resolving difficult ethical dilemmas and challenges in the workplace. Then, through additional read-

ings and case studies focused on the health care field, participants are challenged to analyze dilemmas in light of their own experience and the material discussed earlier in the course.

GSA 579 Information Literacy: Researching Electronically 3 cr.

This course equips students to be online researchers and evaluators of electronic information. Strategies for the effective use of search engines, subject specific sites, interactive media, Usenet Newsgroups, and Listservs are featured for Internet information resources. Search methods and understanding database design and system delivery for multimedia CD-ROM electronic indexes and full-text databases are covered. Students will explore methods of organization and dissemination of electronic information by designing a subject specific Web site. The content, effectiveness, and documentation of electronic information will be critically analyzed. The issues of copyright, privacy, and censorship in an electronic environment are examined as they relate to each student's area of study. *Cross-listed with GED 579.*

GSA 582 Advanced Uses of the Internet 3 cr.

The Internet and World Wide Web provide opportunities to affect learning and promote process innovation. This is one of the most valuable resources of the new global digital economy. Using the Internet, participants will develop Web-based resources to enhance learning opportunities and administrative innovation; to promote professional development and distance learning; and to gain a thorough understanding of the technology and issues that drive the Internet. *Prerequisites: Familiarity with Windows, e-mail and word processing, or permission of instructor.*

GSA 586 Multimedia Technology 3 cr.

Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies will change the way we view and present information. This course provides an introduction to the theories and skills necessary to create multimedia in today's technological world. Students will use Microsoft PowerPoint, Image Composer, Gold Wav and Internet Explorer to display and manipulate information and discover the impact multimedia can have in accommodating different learning styles.

GSA 591 Special Topics 3 cr.

This course is offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.

GSA 597 Organizational Policy 3 cr.

The focus of this applications-oriented seminar is the integration of the theories and skills learned at the various functional levels of an organization. The course is approached from a general management point of view and emphasizes strategy formulation and implementation in the context of the conflicting goals and interrelationships which exist among the functional areas of marketing, finance, production and human resources. Pedagogy centers on class discussion and team work and utilizes teaching methods which can include case analyses, computer simulations and group projects; therefore, additional out-of-class time is expected. *Prerequisite: GSA 513 Financial Management, GSA 495 Marketing Management, GSA 491 Applying the Behavioral Sciences to Management or permission of instructor.*

- GSA 598 Thesis 3 cr.**
 The thesis is an elective choice for students who wish to do primary research on a topic of the student's choice in Administration/Management. Students not completing the course in one semester will receive an "XT" (Extended for Thesis Work) grade and will have the two following semesters to complete the course. The student is charged the equivalent of one credit for each semester the "XT" grade is carried. After three semesters the thesis and defense must be completed. Therefore, the student registers only when ready to write her/his thesis. *Prerequisites: Completion or near completion of all previous course work. Must have an approved hypothesis or problem statement to register.*
- GSA 604 The Internet 1 cr.**
 The Internet provides business and nonprofits with access to a wealth of information for business, education, leisure, and other purposes. In this course, students use commonly available Internet tools, including the File Transfer Protocol (FTP), Gopher, Telnet, and the World Wide Web (WWW), to "surf" the Internet in search of information. Course discussions focus on what the Internet is, how an individual or organization gets connected to the Internet, uses of the Internet, and the application of Internet technology in the workplace, with a particular emphasis on business and commercial applications.
- GSA 605 The Nonprofit Organization 1 cr.**
 This course consists of an introduction and exploration of the key aspects of nonprofit management: mission and goal setting, structure, policies, funding, and planning. The course is augmented with special topics such as the history of nonprofit trends, concerns in the 21st century, staff and board relationships, meeting financial and organizational needs, and working under the pressures of the nonprofit sector. It is designed to offer novice nonprofit managers a grasp of the challenges while offering experienced professionals an opportunity to delve into some provocative issues. The course includes interactive experiences and focused case studies.
- GSA 606 Volunteer Management 1 cr.**
 Current trends shaping our country will significantly affect volunteer based agencies, requiring them to become more creative and open-minded in developing the structure of programs and the policies that govern them. This course helps to better position volunteer programs for the future by including discussions on volunteer policy and procedures; identification of ways to utilize volunteers to develop a good volunteer-staff relationship; and the volunteer manager as change agent.
- GSA 607 Issues in Nonprofit Management Seminar 1 cr.**
 This seminar will examine key issues in managing nonprofit organizations in today's rapidly changing environment. Current developments in government policy, funding streams, accountability, and regulations will guide discussion and problem solving sessions. The course is designed to give participants both a theoretical and practical overview of the issues and approaches to managing and leading dynamic and successful organizations.

- GSA 609 Financial Management Issues for Nonprofits 1 cr.**
This course takes an integrated systems approach to the topic. It assumes that both internal and external needs can be met within a single financial management system. In order to accomplish this, those who provide the input to the system and direct the output from the system must understand the basic workings of the entire system. They must also participate in the ongoing development and maintenance of the system. The goal of this course is to provide the participant with the knowledge and tools to fully participate in the development, maintenance and use of an effective accounting/financial management system within a nonprofit organization. *Prerequisite: GSA 494 Accounting for Managers or permission of instructor.*
- GSA 617 Preparing a Small Business Plan 1 cr.**
To achieve best results, a small business manager must understand the significance of planning in developing a small business. Planning reduces the risk of failure, permits development of growth objectives, and establishes a timetable for pulling together the major areas of responsibility in small business management including production, marketing, finance, personal, and legal requirements. This seminar focuses on the small business planning process.
- GSA 624 Multimedia 1 cr.**
Multimedia technology focuses on the development of visual presentations and learning tools that incorporate text, video, sound and slides. In this course, students are introduced to multimedia technologies including PowerPoint, computer projection devices, and CD-ROM software. Discussion and application focus on the effective use of multimedia in business presentations.
- GSA 626 Marketing for Nonprofit Organizations 1 cr.**
This course focuses on applying marketing concepts in a nonprofit setting. Designed for those actively involved in administration and service delivery, this course enables students to identify and begin work on marketing challenges facing their organizations. Key topics include knowing customers, publics, and competition; developing marketing strategies to meet long-term goals; communications and public relations; attracting resources; and introducing marketing into the organization.
- GSA 628 Strategic Planning For Nonprofits 1 cr.**
This course is designed for the nonprofit professional who has never participated in a long-range planning process or who is interested in a review of the process. It is an excellent opportunity to kick off a planning process for your organization or to provide training and support to those responsible for training. The course explains the decisions and processes that enable a nonprofit to define and grow into its ideal state. Topics include planning and organizational conflict; establishing the nonprofit's bottom-line; and program strategies versus organizational strategies.
- GSA 629 Public Policy and the Nonprofit Sector 1 cr.**
In this course students examine the interrelationship between the nonprofit and the public sectors regarding areas such as policy, funding and regulations. The course addresses the process of public policy, financing and the people who make public policy work.

- GSA 633 Multiculturalism in the Workplace 1 cr.**
Traditional management methods and models of organization behavior often assume a homogenous white male workforce. However, dramatic and permanent changes are occurring within American organizations. This course explores the ideals and realities of multiculturalism in the workplace. Major areas of focus include equal opportunity laws and non-discrimination regulations, the leadership skills required to manage a diverse workplace effectively and to help employees reach full potential, and ways managers can create a work environment which capitalizes on the creativity and richness that diversity offers.
- GSA 635 Women in Leadership 1 cr.**
People in leadership roles need to develop the same leadership skills. However, women face unique challenges based on the socialization process. This course is designed to assist participants in developing a better understanding of these challenges. Discussions include the socialization process; historical perspectives; gender stereotypes; role constraints; collusion; risk taking; competition and collaboration; and empowerment. The course assists participants in cultivating the qualities and competencies that will enhance their leadership roles within organizations.
- GSA 640 The Nonprofit Board 1 cr.**
This course looks at the unique contribution a board makes to a nonprofit organization and what is needed to ensure its success. The class explores the structure, composition, and functions of a board. This course also discusses the difference between board and staff roles. Through this course students determine what it takes to build a better board.
- GSA 641 Team Development 1 cr.**
This course is designed to help participants develop their own effectiveness as a team member/leader by developing an understanding of the components of team development. Participants have the opportunity to identify their own style by taking the DISC Behavior Style Inventory. They develop an understanding of other styles; learn ways to work more effectively with different styles, and to cover a team's blind spot; discuss how to identify team strengths and weaknesses; and identify ways to develop team commitment, increase recognition and cooperation, and manage and resolve conflicts. This course is experiential and highly interactive.
- GSA 650 Mediation and Negotiation 1 cr.**
This course focuses on conflict resolution in the workplace. Students examine sources of conflict, communication styles, problem solving skills, opportunities that conflict presents, and responses to conflict. Students gain an understanding of behaviors in conflict and apply a number of methods for addressing conflict including negotiation and mediation. *Formerly: Conflict Resolution*

- GSA 681 Resource Planning and Grant Writing 1 cr.**
This course approaches fundraising from a theoretical standpoint and moves quickly to hands-on practice: letter writing, solicitation, grants research, and proposal planning, business fundraising techniques, and overall resource planning. Students work on examples from their workplace or volunteer assignment. The concentration is on theory, analysis, real situations, group work, interactive exercises, and critiques. *Formerly: Grant Writing*
- GSA 686 Independent Study 1 to 3 cr.**
- GSA 687 Directed Readings 1 to 3 cr.**
These options are provided for matriculated students to undertake a study, project, or readings effort in an area not covered through any existing courses in the regular curriculum. Students may request a faculty member with whom they have taken a course to advise them during the Independent Study or Directed Readings. With the advisor, students must complete an Independent Study or Directed Readings proposal form that outlines the course purpose, objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the director for approval prior to beginning work. The Independent Study or Directed Readings should be completed in one semester and registration must be completed by the third week of the semester.
- GSA 600 Series 1 cr.**
A student may select up to three 1-credit courses to replace one 3-credit elective in their M.S.A. Unless a student chooses the nonprofit management area of specialization, no more than three 1-credit electives will be accepted as part of the degree.

Clinical Psychology

History and Philosophy

The Graduate Program in Clinical Psychology is a 60-credit degree program focused on the preparation of students for entry level professional positions in the mental health services of hospitals, clinics, colleges, schools, and human service agencies. The program's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case study tradition of professional psychology. The program is eclectic in orientation and might be described as offering a broad psycho-social perspective in which the faculty offer a diversity of interest and views within the framework of the curriculum. Most heavily emphasized are the psychodynamic, humanistic, and socio-cultural perspectives.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student, and fosters intellectual, personal and professional growth. The faculty are committed to this goal, and to providing graduate education and training in a personal and non-bureaucratic learning environment. All clinical courses are taught by highly experienced clinical practitioners, while the full-time college faculty teach the core courses in experimental psychology, social psychology, and research methods.

All classes are held in the evening, thus permitting either full-or part-time study towards the master's degree. Many of the students accepted by the M.A. program in Clinical Psychology are returning to school after spending a number of years working in a variety of settings; however, the program also welcomes recent graduates interested in pursuing a master's degree immediately after college.

Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term. Graduate students in clinical psychology who have a strong interest in working in the schools with children with severe emotional disturbance may wish to pursue the Klein Certificate (available through the Graduate Program in Education in conjunction with their M.A. degree and described more fully in this section). The clinical psychology director can be consulted for the details of how this certificate can be integrated with the master's degree in clinical psychology.

Since the Second World War, clinical psychology, as a profession, experienced exponential growth with roots in two traditions: scholarly investigation and public service. Our 60 credit master of arts degree program in clinical psychology follows these two fine traditions: it prepares students for entry-level professional psychology positions in the public sector or for continued study towards the doctorate at another institution. The Graduate Program in Clinical Psychology is a long-standing member of C.A.M.P.P. (Council of Applied Masters Programs in Psychology).

While the curriculum has a strong applied/practice orientation, our primary goal is to offer the student a foundation for a lifetime of learning and career development in professional psychology. Therefore, we place a strong emphasis on basic theories of personality, development, social processes, physiological functioning, and research methodology. Even more importantly, we seek to help our students develop the ability to make informed evaluations of conflicting theoretical positions, empirical findings, and clinical observations. The program's major paper/thesis requirement is indicative of our interest in students who desire to make a creative contribution to the evolution of clinical psychology.

All clinical courses are taught by highly experienced practicing psychologists who bring to the classroom a diversity of clinical perspectives. The program does not seek to be identified with a particular "school" of psychology or theoretical orientation, but it might be

characterized as broadly "psycho-social" in orientation. We offer a contemporary psychodynamic view of personality and psychotherapy grounded in humanistic values and an awareness of the impact of social systems.

Objectives

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and professional context of clinical psychology.
- To prepare students for entry level positions in the mental health systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

Admission Procedures and Requirements

1. A G.P.S. Admissions Application.
2. Bachelor's degree with a concentration in psychology or related discipline. For those lacking a psychology concentration, the following psychology courses are required: General Psychology, Developmental Psychology (or Child Psychology), Abnormal Psychology, and Statistics or Experimental Psychology. Physiological Psychology and Social Psychology are not required but are highly recommended.
3. Undergraduate G.P.A. of 3.0 or greater (and a 3.25 G.P.A. on any postgraduate courses taken).
4. Graduate Record Examination Aptitude test, as well as the subject test in psychology for those with psychology concentration. GRE's may be waived for those who completed their last degree more than five years ago.
5. Autobiographical sketch and statement of goals.
6. In evaluating students for admission to the program, we require both an academic background, showing distinction in psychology, and personal experiences and attributes indicative of a likelihood of success as a professional psychologist. Here, ideally, we look for references resulting from work experiences in the human services of one sort or another, or at a minimum, evidence that the individual is effective in working with others in a helping capacity. Caring, commitment, empathy and integrity, while difficult to measure and evaluate, are essential characteristics we look for in our students. Students from the social sciences and humanities, who have the requisite coursework in psychology, are encouraged to apply.
7. Two personal references that can address the student's academic and professional potential.

Degree Requirements

All classes are held in the evening, either at 5:00 pm or 7:30 pm on Saint Michael's College Campus. Courses meet one night per week for 2 and a half hours, except in summer when they meet two nights per week. The degree requirements are:

1. Completion of the General Core (15 cr.)
2. Completion of the Clinical Core (21 cr.)
3. Completion of the Internship & Practicum (12 cr.)
4. Completion of Research Seminar (3 cr.)
5. Satisfactory completion of a major paper, case study (3 cr.) or thesis (3 cr.)
6. Total of 60 credit hours of graduate work
7. A 3.0 grade point average

Our Students

Each year, the Graduate Program in Clinical Psychology admits a number of recent college graduates with degrees in psychology and relevant work experiences. However, the majority of those admitted are coming to graduate school in psychology after many years of post-college work experience. There is a great diversity in backgrounds: education, nursing, business, human services, homemaking. The average age of our students in this group is mid-to-late thirties. The male to female ratio is 1:2

Our students are one of the real strengths of the program. They bring to the classroom not only a solid academic preparation and an intense motivation for learning, but also the knowledge and experience of human relationships gleaned from many years of holding responsible positions beyond the classroom.

Candidacy

Successful applicants should apply for candidacy by completing the candidacy form. Students should file a formal plan of study upon candidacy, where appropriate, indicating the various courses or areas of study that will constitute their degree program. These students will be evaluated for degree candidacy upon completion of 12 credit hours of core course work. This evaluation will emphasize both the academic and personal characteristics consistent with the requirements of a professional psychologist. In the event that deficiencies are identified, students will be notified in writing, and a meeting will be set with the director to discuss the faculty's decision. Whenever possible, a plan will be developed with the student to address the difficulties. However, in some cases students may be asked to leave the program at this juncture.

Klein Program

The Klein Program Certificate deals with children and youth with severe emotional disturbances. Clinical psychology students who enroll in the following courses and do their internship in a school setting working with severely disturbed children or adolescents will receive the Klein certificate as well as the M.A. in Clinical Psychology.

- GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom
- GED 603 The Service Delivery System for Children with Severe Emotional Disturbances
- GED641A or B Instruction of Students with Learning Problems
- GED 634 Consultation and Collaboration in the Schools

Interested students should consult the Graduate Catalogue, M.Ed. section for further information. The directors of the appropriate programs should be contacted to arrange for these courses, and the clinical psychology director should be consulted in choosing the courses.

NOTE: Several of the other M.A. programs at Saint Michael's College offer courses that may be of interest to Clinical Psychology students. In the M.Ed. program, courses in learning disabilities, neuropsychology, and consultation are available for those with a child or school psychology focus. In the Master of Science in Administration program, courses in public administration and accounting would be helpful for those interested in mental health administration. The Master of Arts in Theology and Pastoral Ministry offers courses in pastoral counseling as well as others which might be taken.

Financial Aid

Students enrolled for at least six credits per semester are eligible for Guaranteed Student Loans. Graduate students may be eligible for College Work Study funds. There are also limited Saint Michael's College Grants available to graduate students.

The Clinical Psychology Program offers two half-time graduate assistantships a year.

Responsibilities include assisting in the teaching of a General Psychology course by leading discussion sections, holding office hours and other administrative duties. Qualifications for the position are:

- Admission into the Graduate Program for the fall semester
- Psychology major or its equivalent
- Undergraduate GPA of 3.5, GRE Verbal and Math 1100, Psychology sub-test 575
- Prior experience in tutoring undergraduates or assisting in the instruction of college level courses.

Apply by including a letter of interest in the assistantship position with your application for admission.

In addition to the two teaching assistantships in the psychology department, the Student Life Office of the College each year hires several graduate resident hall directors. Graduate students in clinical psychology often are excellent candidates for these positions. The graduate resident hall directors are provided an apartment within one of the college dormitories, tuition remission of 18 credits per year, partial board, and a stipend. Graduate residence hall directors supervise residence hall undergraduate staff, and are responsible for promoting the quality of life within the dormitory. Graduate students interested in such positions should apply directly to the director of Residence Life, Saint Michael's College, by March 15th of the year prior to enrollment in the Graduate Program in Clinical Psychology.

General Psychology Core

GPS 505 Physiological Basis of Behavior 3 cr.

A broad survey of the field of psychology with an emphasis on the physiological correlations of behavior and learning theory. *Prerequisites: bachelor's degree, Introduction to Psychology, Physiological Psychology, or its equivalent.* (Fall)

GPS 510 Research Methods I 3 cr.

This course begins with a short review of basic undergraduate statistics and research methods. The rest of the semester will include an advanced treatment of two and three way factorial designs within and between groups, analysis of variance, contract procedures, post-hoc comparisons, and trend analysis. Each class will involve both a lecture and a work session along with a limited amount of laboratory work. *Prerequisite: bachelor's degree and an undergraduate statistics course.* (Fall)

GPS 511 Research Methods II 3 cr.

This course extends the information acquired in Research Methods I. It is designed to give students an introduction to the philosophical, conceptual, and practical basis of qualitative methodologies. We will survey the most common types of qualitative inquiry and their theoretical roots, differences between qualitative and quantitative methods, techniques of data collection and analysis, integration of qualitative and quantitative methods, and current debates regarding qualitative inquiry. Students will become familiar with published qualitative work in the discipline of psychology. *Prerequisite: Research Methods I.*

GPS 513 Advanced Developmental Psychology 3 cr.

A review of contemporary research in developmental psychology with emphasis on personality and social development. *Prerequisite: bachelor's degree and Developmental Psychology.* (Spring)

- GPS 520 Advanced Social Psychology 3 cr.**
An in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social cognition, and social learning theory will be emphasized. *Prerequisites: bachelor's degree and Social Psychology or its equivalent.* (Summer)

The Clinical Core

- GPS 507 and 508 Psychological Assessment I & II 4 cr./4 cr.**
An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. The second semester will cover personality assessment, objective and projective. Extensive practice in the administration of individual intelligence tests will be provided. Course includes testing skills lab 1 and a half hours per week. *Prerequisites: Undergraduate statistics course and admission into the program or with permission of the director.* (Fall and Spring)

- GPS 515 and 516 Advanced Abnormal Psychology I & II 3 cr./3 cr.**
An in-depth review of psychology, alternative diagnostic approaches, including the DSM IV, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning. The first semester focuses on child and adolescent psychological problems. The second semester emphasizes clinical diagnosis and treatment planning in adult disorders. *Prerequisite: Course open to degree students only or with permission of the director.* (Fall and Spring)

- GPS 525 Introduction to Clinical Intervention 4 cr.**
An examination of the therapeutic relationship as a basis for clinical assessment and intervention. Also covered will be crisis intervention, short-term therapy, milieu therapy and the interface with medicine. *Prerequisite: Course open to degree students only or with permission of the Director.* (Fall)

- GPS 526 Theories of Psychotherapy 3 cr.**
A critical review and comparison of the major theories of psychotherapy, including psychodynamic, cognitive-behavioral, medical, humanistic, and family systems. Theories will be evaluated in terms of their philosophical, thematic, empirical, and clinical implications. *Prerequisite: Course open to degree students only or with permission of the director.* (Spring)

Other Course Requirements

- GPS 608 and 609 First Year Practicum I & II 3 cr./3 cr.**
This course provides supervision, clinical training and support for students participating in their first practicum experience. It is required for all first year full-time students. Part-time students without prior work experience in a mental health setting must take the course prior to internship. (Fall and Spring)

GPS 610 and 611 Internship Ethics and Professional Affairs

Seminar I & II

3 or 6 cr./3 or 6 cr.

This course provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings. It is taken as a 3-credit course by students who have taken GPS 608 and 609. *Prerequisites: GPS 507 and 508, 515 and 516, and 525 and 526.*(Fall and Spring)

GPS 689 Research Seminar

3 cr.

This is a two-semester seminar for all students beginning work on their major paper, case study, or thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge. *Prerequisites: GPS 510 and 511.*

Electives

Students are required to take six or nine credits of elective courses, which may be selected from the following:

GPS 601 Group Psychotherapy

3 cr.

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of therapist; and organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience. *Prerequisite: GPS 525.*

GPS 605 Play Therapy

3 cr.

This course will involve an experiential approach to the therapeutic understanding of children and adolescents. Humanistic play therapy will be the primary orientation. *Prerequisites: GPS 507 and 508, 525 and 526*

GPS 606 The Practice of Intensive Psychotherapy

Through an examination of comprehensive case studies this course will explore the process of both brief and long-term intensive psychotherapy. A psychodynamic model supplemented by humanistic and interpersonal theory will serve as the framework for the course. *Prerequisites: GPS 525 and 526 or permission of the instructor.*

GPS 612 Marital and Family Therapy

3 cr.

A foundation course dealing with fundamental theoretical concepts, assessment techniques, and therapeutic strategies in general areas of family therapy and systems theory. Emphasis will be on understanding the concepts in real families; a mixture of case studies, family visits, videotapes, films, role-playing, and active exploration of one's own family will be used throughout the course. *Prerequisites: GPS 525 and 526 or with permission of the instructor.*

GPS 614 School Psychology

3 cr.

This course will focus on "best practices" of psychology in the schools, addressing both professional role and function issues as well as specific skill development needs of the practicing psychologist in educational settings. Topics include: professional functioning, boundaries, and organizational

aspects of schools; PL 94-142; other legal aspects of practice; multidisciplinary team functioning; school consulting methods; pre-referral interventions; and psycho-educational assessment of cognitive processing, academic skills, and classroom behavior. Practicum experiences will be expected as part of the psycho-educational assessment portion of the course. *Prerequisites: GPS 507 and 508; which may be taken concurrently with this course.*

GPS 686 Independent Study 3 cr.

This option provides the student with an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student, with the supervisor, would outline in proposal form the objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor and submitted to the director.

GPS 687 Directed Readings 3 cr.

This option provides the student with an opportunity for greater in-depth study of a topic already addressed in the curriculum.

Internship

The internship is designed to give students a well-supervised, intensive, first-hand experience functioning as a professional psychologist. The course will be graded on a Pass/Fail basis and will be determined by the instructor in consultation with the clinical internship supervisor.

This is a two-semester (nine-month) experience consisting of two components: first it requires a minimum of two days per week of clinical practice as a psychology intern under the supervision of a licensed psychologist; secondly, attendance at a course that meets one night per week each semester.

In the internship, the student will have the opportunity to gain experience in assessment and clinical intervention in a setting that brings him/her in contact with a wide variety of clients and other mental health professionals. Involvement in administration, mental health consultation, and applied research is encouraged but not required of interns.

The Graduate Program in Clinical Psychology actively develops suitable internship placements and welcomes student initiative in developing experiences that satisfy the requirements. Such internships need to be discussed in advance with the director. To date, students have been placed at Vermont State Hospital, community mental health centers, college counseling services, residential treatment facilities for adolescents, Fletcher Allen Health Care, correctional centers and other hospitals.

Major Paper/Thesis/Case Study

Major Paper

The major paper is an in-depth critical review of the theoretical, empirical, and clinical literature relevant to some issue or question in the field of clinical psychology and is a three-credit undertaking. Through the major paper, the student demonstrates his/her command of the conceptual and methodological bases of clinical psychology, and the ability to communicate the same at a professional level. Length will vary with the topic, but it may be expected to run between 35-50 typed double-sided pages. Emphasis should be on the student's own analysis, synthesis, integration, and reasoned evaluation of literature. Articles in *Psychological Bulletin* serve as a model for this type of paper. One might expect to work six to eight months on this requirement.

The major paper is to be carried out under the direction of the research seminar instructor. In addition to the instructor, two others (full or part-time faculty or internship supervisors) are selected to serve on the committee to review the paper and conduct an oral examination. The paper title and committee members should be submitted on the major paper form. The

committee will need to approve the initial proposal, and it is best to keep committee members regularly informed of the direction of the paper. It is required that the student circulate a rough draft to all members of the committee for written feedback prior to submitting a final draft and scheduling a defense. Faculty participation, as on any committee, will depend on interests and work loads. Once the paper has been approved by the committee, the student must submit four copies in loose-leaf binding to the director; two copies for the library, one for the department, and one for the student. Major papers must be done in APA Publication Manual format.

All students who do a major paper must register for GPS 689 Research Seminar.

Thesis

GPS 690 Thesis

3 cr.

The thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology. It may be quantitative or qualitative in method. The thesis paper is carried out through enrollment in GPS 689 Research Seminar. *Prerequisite: GPS 689.*

The master's thesis is an original effort that demonstrates the student's ability to contribute to the knowledge base of clinical psychology. Research may be experimental, qualitative, correlational, scholarly, or an applied demonstration project with appropriate evaluation methods. The student is expected to produce a written work that is up to or exceeds the standard of research in the particular area in question. As a 6-credit undertaking, it is anticipated that the thesis will take a minimum of two semesters to complete. Realistically, a minimum of a full calendar year should be planned for completing this requirement. Length of the thesis depends greatly on the topic but it typically runs from 50-100 pages.

The thesis is to be carried out under the direction of the advisor in consultation with the research seminar instructor. Once a topic has been selected by the student, a faculty member who has an interest in the topic is chosen (by the student). The advisor and student then recruit one additional member of the thesis committee from among the full-time or part-time faculty, or field supervisors. Faculty participation will depend upon work loads and areas of interest. The student should submit a tentative thesis title and names of committee members to the advisor for approval on the major paper/thesis form.

The student will formulate a specific research hypothesis and methodology, and present a written proposal for the thesis to the committee. The committee will meet at least once to approve the thesis proposal, which is required in order to proceed with the study.

Once the thesis is complete, the committee will meet again to conduct the oral examination on the thesis. The thesis itself should be written to conform to the APA Publication Manual. The student is required to submit four copies of the thesis in loose-leaf binding, two of which will be placed in the Saint Michael's Library Collection. The others are for the student and the director of the program.

Case Study

GPS 691 Case Study

3 cr.

An in-depth case study of a sustained clinical service provided by the students during her/his training. The case study may be of an assessment, consultation, psychotherapeutic intervention, therapeutic milieu, or mental health program. The case study includes a detailed description of the case, an analysis of the psychological processes and principles operating in the case, a literature review of similar cases and of research related to those processes and principles identified as central to understanding the case. In addition, the student will consider at least one theoretical/philosophical dilemma that arose in the actual work. Every effort should be made to elicit the clinical supervisor's participation in the committee. Credits earned in addition to the research seminar.

Students will register for three credits beyond the Major Paper/Research Seminar. As with a thesis, a primary advisor is recruited who has an interest in the specific kind of case being discussed. A committee of three faculty or mental health professionals is formed. Given that the case may not be identified until well into the internship experience, it is likely that completion of this option will span a twelve-to eighteen-month period.

The project begins with a piece of clinical work (of most any kind) where the student has had a minimum of ten hours of direct contact with the clinical situation of interest. Of course, there may be many more than ten hours in some cases. The work must have been supervised by a qualified clinician (though not necessarily a psychologist), and the supervisor will generally be expected to be on the committee.

The write-up will include: (1) a detailed description of the case, the process of working with the client(s), and the clinical outcome; (2) analytical literature review of similar published cases or clinical theory relevant to this case; (3) critical literature review of relevant empirical work on key concepts or strategies used in understanding the case; (4) a discussion of at least one theoretical/philosophical dilemma that arose in the actual clinical work; (5) critique of the clinical work actually done and how it might have been improved upon or broadened given the research discovered in the process of writing the case study.

The literature review of cases, theories, and empirical research will obviously be broader and less in depth than is possible with a major paper or thesis. The goal is to show that all the major or classic papers relevant to the case have been considered. Often, literature reviews or secondary source summaries of theoretical approaches may be adequate to this task, though it is assumed that some primary sources will be read at critical junctures in the case study. The committee will have responsibility for guiding the student on these choices at the preliminary meeting and along the way.

The goal is for the student to use this writing project as an opportunity to move their own thinking on clinical work to a higher level, and to hopefully contribute to moving the discipline's understanding of clinical practice along as well. Wherever possible it is hoped that students will write about cases in areas where there have been few published cases, or cases that are problematic in that they do not fit the textbook mold for assessment, diagnosis, treatment, or consultation. In other words, the goal of the case study is to contribute to the knowledge base of the profession just as it is in the major paper or thesis option.

Note: Students considering doing a thesis need to register for GPS 689 Research Seminar (3 cr.) and GPS 690 Thesis (3 cr.). Students may register for GPS 690 at any point after registering for GPS 689. Those doing a case study register for GPS 689 (3 cr.) and GPS 691 Case Study (3 cr.) language of common business forms and contracts. Offered on an intermittent basis.

Graduate Programs in Education

Theme:

The Saint Michael's College Education Department is committed to awakening and sustaining the spirit of teaching and learning through nurturing the following characteristics in ourselves and in our students.

Dignity and Diversity

We are committed to a deep respect for the dignity and inherent worthiness of each person. We honor all dimensions of human development and emphasize the distinct gifts, needs, and interests of each learner. We are also committed to the inclusion of diverse cultural values and knowledge. As a result, we embrace and model varied learning and teaching methodologies.

Character and Community

We view teaching as an ethical calling through which we and our students can nurture the moral dimensions of our lives, including our sense of social responsibility and our leadership qualities within a context of compassionate relationships. The qualities we strive to promote include the development of integrity, a commitment to peace and justice, empathy, humility, and the courage to act on one's principles in pursuit of both educational and social change.

Knowledge and Wisdom

Our search for knowledge and wisdom is strongly grounded in the liberal arts tradition, which incorporates mastery of a discipline, interdisciplinary perspectives, and an increasing sense of responsibility for one's own learning. We value the habits of mind of intellectual curiosity and persistence, critical thinking, self-reflection, and imagination, and we apply them to challenges within schools and the larger culture.

Graduate Programs in Education offer courses of graduate study leading to:

- Initial Teacher Licensure
- Endorsements for Licensed Teachers
- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study (C.A.G.S.)

Several Graduate Education Certificate programs (15-24 credits) are also offered.

History and Description

Graduate Programs in Education began in the summer session of 1940. This was the first program of graduate studies at Saint Michael's College. Then, as now, professional courses of study for educators were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the graduate education program has grown and diversified, but the connection to the liberal arts tradition remains.

Saint Michael's Graduate Programs in Education offer a Master of Education degree (M.Ed.) and a Certificate for Advanced Graduate Study (C.A.G.S.), teacher licensure, and several certificate programs.

The programs are designed for adults who already have a baccalaureate degree. Classes are scheduled throughout the year. Students may begin their program during any semester, although a specific sequence of courses may be recommended in some concentrations. During the fall and spring semesters, classes meet evenings and on weekends. During the summer, classes meet both during the day and in the evening. In planning a M.Ed. or C.A.G.S. program, students may choose one of the concentrations listed below, which are described in

detail later in this catalogue:

- Administration
- Adult Education
- Arts in Education
- Curriculum
- Information Technology
- Reading
- Self-designed
- Special Education

Within Graduate Programs in Education, students may follow Vermont Department of Education approved programs to obtain initial licensure as an elementary, middle level, or secondary educator. K-12 licensure in art, music, theater arts, and English as a second language are also available. Approved content areas for secondary teachers are: computer science, English, mathematics, modern and classical languages, science, social studies, and theater arts. Students may also design a program with an advisor to obtain initial licensure with a special education endorsement. A maximum of eighteen credits earned towards initial licensure can be applied towards a M.Ed. degree.

Licensed teachers can earn an additional endorsement in areas such as administration (school principal), computer science, reading teacher, consulting teacher/learning specialist and resource room teacher. These programs are designed so that a student can complete an M.Ed. degree and an additional license endorsement concurrently. However, requirements for the completion of the degree and the license are not exactly the same, and such a program must be carefully planned with the appropriate academic advisor.

Admission to Graduate Programs in Education

1. A bachelor's degree with at least a 2.80 GPA is required for the M.Ed. degree and all certificate programs, with the exception of the Certificate of Advanced Graduate Study, which requires a master's degree. If seeking initial teacher licensure, a 30-credit major in a liberal arts or science area (with supporting liberal arts course work) is also required.
2. An Application for Admission, which includes two recommendations and official transcripts from all undergraduate and graduate course work, must be submitted for matriculation into all Graduate Education Programs.
3. An interview with a representative of Graduate Programs in Education is conducted when the application is complete.
4. A review and decision by the admissions committee will be made after the interview.

Requirements for M.Ed. Completion

1. **Writing Assessment.** In order for students to develop their full potential in an academic setting, their work, and the community, students must show proficiency in writing by satisfactorily completing a writing skills assessment. The Graduate Education Writing Assessment is offered through GED 516 Teachers as a Decision Maker and 558 Introduction to Educational Research. Based on the results of the writing assessment, students may be required to take GED 604 Teachers Writing, Writing Teachers: A Writing Workshop for K-12 Teachers. Writing proficiency must be demonstrated before acceptance to Candidacy and student teaching.
2. **Candidacy.** After taking six credits, but prior to the completion of twelve credits, the student must achieve candidacy. With an advisor, the student fills out a candidacy form, which reflects the area of concentration within the M.Ed. program. It

includes a list of courses taken, courses proposed, transfer credits and a statement of goals. Up to nine graduate credits may be transferred from other institutions with the Academic Advisor's approval. Official PRAXIS scores must accompany candidacy forms for Initial Licensure students.

3. **Completion of Course and Credit Requirements.** Required courses and electives for each license, certificate and degree program follow in this catalogue. When all program requirements have been completed, the Academic Advisor and Program Director inform the registrar that the student may graduate. GED 558 Introduction to Educational Research and GED 699 Capstone Seminar in Graduate Education (or GED 562 Thesis Research) are required for all M.Ed students.

Admission to Advanced Graduate Programs in Education

Certificate of Advanced Graduate Study (C.A.G.S.)

The Certificate of Advance Graduate Study in Education is a post-master's level certificate that allows a graduate student to pursue an additional field of study within Graduate Programs in Education. It is comprised of 30 graduate credits beyond the master's degree, nine of which may be transferred from another institution if they are post-master's credits. It is an individually designed program of graduate study based on the educational goals and needs of the student and planned with an academic advisor. Students may specialize in an already existing concentration or design an original concentration using elements from the programs described on the following pages.

1. A master's degree is required for the certificate.
2. An application for admission, which includes two recommendations and official transcripts, must be submitted.
3. An interview with a representative of Graduate Programs in Education is conducted when the application is complete.
4. The interviewer presents the student's completed application to the admissions committee, and the student is informed of the decision.

Requirement for C.A.G.S. Completion

1. **Plan for Advanced Graduate Study.** With an academic advisor, the student plans a program of study of at least 30 credits, which are consonant with the individual's educational needs and goals. This Plan for Advanced Graduate Study is submitted to the Director of Graduate Programs of Education for approval.
2. **Candidacy.** After taking six credits, but prior to the completion of twelve credits, the student must achieve candidacy. With an advisor, the student fills out a candidacy form. It includes a list of courses taken, courses proposed and a statement of goals. Up to nine post master's-level credits may be transferred from another institution with the academic advisor's approval
3. **Completion.** When the student has completed thirty credits, a Certificate of Advanced Graduate Study is granted.

Initial Teacher Licensure

The teacher preparation courses address the program theme and encourage prospective teachers to consider and emphasize knowledge and skills directly related to the Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability, and to demonstrate proficiency according to Vermont's Framework of Standards and Learning Opportunities. In addition to the course work and practicum, each licensure student must complete a Teacher Licensure Portfolio. Successful completion of

required courses usually indicates readiness for student teaching. Occasionally, however, additional work may be necessary to become recommended for licensure.

Important Note Regarding All Teacher Licensure Programs:

A maximum of eighteen credits of the coursework towards teacher licensure may be applied to the requirements for the M.Ed. degree. Certain courses in the licensure programs (such as GED 688) cannot be applied towards the M.Ed. degree. Students should work closely with their academic advisor when planning their course of study towards teacher licensure and the M.Ed. degree.

PRAXIS I and II Exams

Licensure students must pass PRAXIS I prior to candidacy (within the first twelve credits of study) and PRAXIS II, where applicable, before student teaching. It is the student's responsibility to complete this testing by the appropriate deadlines.

Licensure: Elementary Education (Grades K-6)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensure as an elementary school teacher in grades K-6.

Prerequisites for Admission to Elementary Licensure Program

1. A bachelor's degree with mastery level evident in content areas appropriate for grade levels and with successful completion of a Liberal Arts and Science major.
2. Cumulative GPA of 2.8, and a GPA of 2.8 in the major.
3. Successful completion of the entrance interview.
4. Evidence of successful work experience with children.

Required Courses (3 cr. each unless otherwise noted):

GED 509 Integrative Curriculum or approved curriculum course
GED 516 Teacher as a Decision Maker
GED 519 Child Development
GED 521 Language Arts and Social Studies in the Multi-age Classroom or
GED 528 Practical Management in the Multiage/Multilevel Classroom
GED 560 The Reading Process for Teachers or GED 522 Teaching Literacy
in the Elementary School
GED 597 Integrating Technology into the Curriculum or GED 546
Educational Technology for Math and Science in the Secondary School
GED 613 Mathematics in the K-8 Classroom or GED 612 Math: Instruction
for Understanding
GED 641A Instruction of Students with Learning Problems: Elementary
Level or GED 641B Instruction of Students with Learning Problems -
Secondary
GED 678 Aesthetic Perspectives on Culture and Education or an approved
foundations class
GED 688A Elementary Practicum (6 credits). These credits may not be
applied towards the M.Ed. degree.
GED 689 Student Teaching Seminar. These credits may not be applied
towards the M.Ed. degree.
GED 695 Investigating Science and Loving It

Licensure: Middle Level Education (Grades 5-8)

Saint Michael's College Graduate Programs in Education has an approved program that leads to licensure as a middle school teacher, grades 5-8.

Prerequisites for Admission to Middle Level Licensure Program:

1. A bachelor's degree with a major in the liberal arts and sciences, with appropriate liberal arts general education courses.
2. Two 18-credit "minors" in different content areas appropriate to middle grades curriculum, and as defined in Vermont regulations, with evidence of completion of three (3) credits in each content area within the last nine years, and at least six (6) credits in each at the advanced undergraduate or graduate level.
3. Cumulative Grade Point Average (GPA) of 2.8, and a GPA of 2.8 in the content areas.
4. Successful completion of the entrance interview.
5. Evidence of successful work experience with children.

Required Courses (3 cr. each unless otherwise noted):

GED 516 Teacher as a Decision Maker

GED 518 Adolescent Development

GED 635 Middle Grades Summer Institute (Organizational Strand) or other middle level organization course

GED 597 Integrating Technology into the Curriculum or an approved technology course

GED 641B Instruction of Students with Learning Problems: Middle & Secondary Level or an approved special education course

GED 530 Literacy in the Content Areas or GED 560 The Reading Process for Teachers

GED 524 Middle Level Curriculum

GED 613 Mathematics in the K-8 classroom or GED 512 Mathematics: Instruction for Understanding or an approved mathematics methodology course

GED 677 Social Foundations of Education or an approved foundations course

GED 689 Student Teaching Seminar. These 3 credits may not be applied towards the M.Ed degree.

GED 688B Middle/Secondary Level Practicum (6 credits). These 6 credits may not be applied towards the M.Ed. degree.

Licensure: Secondary Education (Grades 7-12)

Saint Michael's College has approved secondary education programs that lead to licensure in the following subject areas: English, modern and classical languages, mathematics, science, social studies, theater arts, and computer science.

Prerequisites for Admission to Secondary Licensure Program

1. A bachelor's degree with a major (or equivalent) in the subject area and/or the appropriate content of a major in the liberal arts and sciences, matching the Saint Michael's College concentration, and with appropriate supporting liberal arts general education courses.
2. Evidence of enrollment or audit of subject area course within last five (5) years.
3. Cumulative GPA of 2.8, and a GPA of 2.8 in the content area.
4. Successful completion of the entrance interview.
5. Evidence of successful work experience with children.

Secondary Licensure - Required Courses (3 cr. each unless otherwise noted):

GED 516 Teacher as a Decision Maker
GED 518 Adolescent Development
GED 530 Literacy in the Content Area or an approved reading methods course
GED 547 Middle and Secondary Curriculum Planning or an approved curriculum course
GED 597 Integrating Technology into the Curriculum or GED 512 Educational Technology for Math and Science in the Secondary School (7-12)
GED 677 Social Foundations of Education or an approved foundations of education course
GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level or an approved special education course
GED 688B Secondary Education Practicum (6 credits). These 6 credits may not be applied towards the M.Ed. degree.
GED 689B Student Teaching Seminar. These 3 credits may not be applied towards the M.Ed degree.

Licensure: English as a Second Language (Grades K-12)

A K-12 Graduate Teacher License with an ESL Endorsement is available in conjunction with the MATESL program in the School of International Studies. Please see the TESL section of this catalog for a description of the program of study.

Licensure: Art (Grades K-12) and Theater Arts (Grades 7-12)

Saint Michael's College Graduate Programs in Education has an approved program that leads to teacher licensure in visual arts or music (K-12) and for theater arts (grades 7-12).

Prerequisites for Admission to Arts Licensure Program:

1. A bachelor's degree with a major in visual arts, theater, dance, and supporting liberal arts general education courses, and fulfillment of the Vermont Department of Education guidelines for endorsement in the arts.
2. Evidence of enrollment or audit of subject area within the last five years.
3. Cumulative GPA of 2.8, and GPA of 2.8 in subject area.
4. Successful completion of the entrance interview with Coordinator of Arts in Education.
5. Evidence of successful work experience with children.

Arts Licensure - For K-12 Art (For Theater Arts Endorsement see Secondary Licensure Program.)

Required Courses for K-12 Art (3 cr. each unless otherwise noted):

GED 509 Integrative Curriculum or GED 547 Middle and Secondary Curriculum Planning
GED 516 Teacher as Decision Maker
GED 519 Child Development or GED 518 Adolescent Development
GED 560 Reading Process for Teachers or GED 522 Teaching Literacy in the Elementary School or GED 530 Literacy in the Content Area
GED 597 Integrating Technology into the Curriculum or an approved technology course
GED 641A Instruction of Students with Learning Problems - Elementary or

GED 641B Instruction of Students with Learning Problems - Secondary
GED 678 Aesthetic Perspectives on Culture and Education
GED 651 Hands On: Learning In and Through the Arts
GED 689 Student Teaching Seminar. These credits may not be applied to the M.Ed.
GED 688 Art Education Practicum (6 credits) These credits may not be applied to the M.Ed.

Arts Electives

(3 cr. each unless otherwise noted):

The following elective courses may be used to complete prerequisites, enhance skills, and/or apply to the masters of education, arts in education degree.

GED 569 The Art of Bookmaking

GED 649 Arts: The Creative Process

GED 667 Drama as a Teaching Tool

GED 673 Special Topics in Arts Education- Multicultural Art Education

Programs of Study

Administration Concentration

- School Principal Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the programs in educational administration is to prepare educators to become effective school principals, leaders who are centered on children, collaborative in their relationships with multiple constituencies, and able to process and integrate new information and a variety of perspectives. Today's building principal is called upon to manage, to lead, and most of all to make connections. Throughout their program, administration students have opportunities to work singly and with colleagues, in the classroom and in the field, exploring concepts and acquiring and applying skills. Through a blend of required and optional courses, each student is provided with a meaningful and lasting educational experience upon which he/she can draw when actively engaged in the science and art of leading a school.

Program Requirements

The candidate for the M.Ed. degree in administration must successfully complete 36 credits. Twenty-seven of these credits must be earned in the nine required core courses. The remaining nine credits may be acquired through the completion of an individualized program that meets the learning needs and interests of the student. It is possible to obtain the Vermont School Principal Endorsement through this program.

Required Courses (27 cr.):

GED 511 Fundamentals of Curriculum

GED 558 Introduction to Educational Research

GED 563 School Law

GED 564 School Finance

GED 572 Leadership and Supervision in School Administration

GED 653 Adult Development and Learning

GED 684 School and Community

GED 688C Administrative/Principal Practicum and Portfolio
GED 699 Capstone Seminar in Graduate Education or GED 562 Thesis Research (formerly Educational Research)
Electives (9 Credits): Students may choose nine hours from among other graduate course offerings. It is highly recommended that students select courses in the areas of assessment, ethics and technology.

Adult Education Concentration

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Saint Michael's College Program in Adult Education has been designed to provide adults with the knowledge and skills they need to facilitate the personal and/or professional growth of adults in a variety of settings. Based on an understanding of adult development and learning and the role of context in adult development and learning, the Saint Michael's College Program offers graduate students a curriculum that can be tailored to their particular goals.

Adult Education Certificate or M.ED

Students may enroll for an 18-credit adult education certificate or a 36 credit Master of Education degree, with a concentration in Adult Education. Either is designed to allow the adult educator to focus on whichever area of specialty meets their current or future goals. Currently enrolled are students who are interested in adult basic education, training and human resource development in business, community college teaching, community outreach in health issues for parents, professional development in schools, and education within the prison system.

Required Core Courses (15 cr.):

- GED 653 Adult Development and Learning
- GED 654 Adult Education: Theory and Practice
- GED 686 Independent Study: The Role of Context in Adult Learning
- GED 688F Adult Education Practicum/Portfolio Completion
- GED/GSA Course on Interpersonal Relationships in Organizations

Elective Courses (12 cr.):

Any graduate courses that address the student's particular area of specialty (community college, community outreach, business, spirituality, special education, etc.) may be chosen.

Required M.Ed courses (9 cr.):

- GED 588 Introduction to Education Research
- GED 562 Thesis or GED 699 Capstone Seminar in Graduate Education
- A technology course or demonstration of competence

Arts in Education Concentration

- Certificate
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The Arts in Education Programs are designed to help participants affirm the indispensable role the arts have in schools and society. Classroom teachers, art teachers, artists, administrators, and other educators join together to explore the creative process, integrating arts into the curriculum, and aesthetic perspectives. Courses include creative activities and critiques that promote experience in one's own artistic process, practice in designing/applying

curriculum, and reflection on and application of statewide initiatives such as the Vermont Framework of Standards and Learning Opportunities and the Arts Assessment Project. Partnerships with the Flynn Center for the Performing Arts, Shelburne Museum, and other community resources enrich the Arts in Education Program.

In supportive and creative forums, participants have the opportunity to explore visual art, drama, music, and dance; work collaboratively developing and practicing innovative teaching strategies; enhance skills and confidence responding to diverse learning styles; and challenge our cultural and aesthetic sensibilities. The willingness to expand creative boundaries is more critical than experience as artist.

M.Ed. Arts in Education

Program Requirements

The candidate for the M.Ed. Arts in Education must successfully complete thirty-six credits. Fifteen credits must be earned in the five required core courses. The remaining twenty-one credits are chosen from a variety of electives to meet the needs and interests of the student, which must include one elective in technology. The student completes the program requirement by enrolling in a capstone class where both an action research plan for the classroom and an individual expressive performance or exhibit are developed.

Required Courses (15 cr.):

GED 558 Introduction to Educational Research
GED 649 Arts: The Creative Process
GED 651 Hands on: Learning In and Through the Arts or GED 670 Bringing History and Literature to Life Through the Arts or an approved integrating arts into curriculum course
GED 678 Aesthetic Perspectives on Culture and Education
GED 699 Capstone Seminar in Graduate Education or GED 562 Thesis Research (formerly Educational Research)

Elective Courses (21 cr.) - Examples:

GED 552 Teaching and Assessing through the Multiple Intelligences
GED 525 Writing from the Heart
GED 569 The Art of Bookmaking
GED 667 Drama as a Teaching Tool
GED 669 Storytelling and Folklore
GED 673 Special Topics in Arts Education (such as Multicultural Arts and Moving Smartly)
GED 679 Summer Arts Institute
GED 683 Multimedia Design and Development

Curriculum Concentration

- M.Ed. Degree
- Certificate of Advanced Graduate Study

The curriculum specialization in Graduate Programs in Education combines the theoretical with the practical and applied. "Curriculum" is an inclusive concept, comprising design, development, implementation, assessment, and evaluation. A thorough knowledge of modern curricula in a historical context is provided with a focus on whole systems, and integrative understanding as well as specific skills applicable to all levels of curriculum design. The program is planned to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice. This concentration does not correspond to a State of Vermont licensure program.

M.Ed. Curriculum Program Requirements

Required Courses (15 cr.):

- GED 509 Integrative Curriculum
- GED 510 Curriculum Development or GED 655 Using Standards in the Classroom
- GED 511 Fundamentals of Curriculum
- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education or ED 562 Thesis Research (formerly Educational Research)

Students will select the remainder of their courses with a focus, which fits their own interests and needs.

Information Technology Concentration

- Certificate
- Computer Science Endorsement (Grades 7-12)
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Information Technology Programs is to prepare students to become skilled teachers and administrators in the field of information technology. The growing use of technology in the schools has created a need for educators to provide appropriate support and challenge to a wide range of student needs. Throughout the program, students are exposed to a wide variety of up-to-date technologies and are asked to create meaningful learning opportunities. This, combined with theory, research, and methods of instruction, provide the educator with a broad range of experiences with information technology.

Information Technology Certificate

The 18-credit Certificate in Information Technology is designed for professionals in public, private, and non-profit organizations who strive to increase their knowledge and skills in information technology. This certificate offers participants a program that will help them apply information technology to their fields.

Program Requirements

Participants take six required credits and twelve elective credits. The participant may apply most of these credits towards aM.Ed. or a MSA degree.

Required Courses (6 cr.):

- GED 589 Information Technology: Influences on Learning or GSA 550 Digital Futures
- GSA 541 Management Information Systems or GSA 532 Computers for Managers: The Information Toolbox

Elective Courses (12 cr.):

Students may choose twelve credit hours from among other graduate technology course offerings. It is highly recommended that students select courses in consultation with their academic advisor.

Vermont Teaching Licensure and Endorsement: Computer

Science Teacher (Grades 7-12)

Initial Licensure Candidates: The candidate for initial secondary education licensure with a subject area of computer science as his/her initial endorsement takes the required secondary licensure courses as detailed in the section of this catalogue describing Initial Teacher Licensure. In addition, the candidate takes a minimum of fifteen credits in graduate technology courses.

Licensure Endorsement Candidates: The candidate who has already obtained secondary education licensure and is seeking computer science as an additional endorsement works with an advisor to plan an appropriate course of study.

M.Ed. in Information Technology

Program Requirements

Candidates must successfully complete thirty-six credits. Twenty-seven of these credits are earned through the nine required courses. The remaining nine credits are acquired through electives.

Required Courses (27 cr.):

GED 558 Introduction to Educational Research
GED 582 Advanced Uses of the Internet or an approved Internet course
GED 584 Technology Planning for Vermont's K-12 Schools
GED 588 Hard Disk Management for Windows
GED 589 Information Technology: Influences on Learning
GED 596 Multimedia
GED 597 Integrating Technology into the Curriculum or GED 512
Educational Technology for Math and Science In the Secondary School
(Grades 7-12)
GED 598 LOGO or an approved programming course
GED 699 Capstone Seminar in Graduate Education or 562 Thesis Research
(formerly Educational Research)

Electives (9 cr.):

Students may choose nine credit hours from among other graduate course offerings. It is highly recommended that students select courses in consultation with their academic advisor.

Reading Concentration

- Reading Teacher Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the reading concentration is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that secondary teachers would benefit from an in-depth study of the reading and language arts field as well. Courses in reading methodology, and diagnosis, as well as clinical experiences provide, the framework which allows the graduate student to develop competence as a reading teacher.

While the program rests on an eclectic theoretical base, there is a slight orientation to the "reading as a language-based process" school of thought. To be a proficient reading teacher, one must know how children learn and use language in their speaking and listening activities. Oral language provides the structure and the motivation for the child to succeed at the most difficult task of all that of learning the written language. A constant focus of the reading program is that the integration of the language arts -- listening, speaking, writing,

and reading -- makes this task easier for the learner. Children's literature is another important aspect of the reading concentration. Several courses are offered to support the reading methodology for classroom teachers, as well as to provide avenues for writing and publishing children's books.

Reading Teacher Endorsement

This state-approved program provides Saint Michael's College the right to endorse teachers as reading teachers. Students select fifteen credits in the areas of reading, language arts, and children's literature in consultation with an advisor. The following list represents a sampling of the reading courses.

- GED 521 Language Arts and Social Studies in the Multi-age Classroom
- GED 522 Teaching Literacy in the Elementary School
- GED 530 Literacy in the Content Areas [secondary emphasis]
- GED 531 Approaches to Reading Instruction
- GED 534 Assessment and Instruction in Reading
- GED 535 Special Topics: Author and Illustrator Studies in Children's Literature
- GED 539 Reading and Making Connections: A Survey of Children's Literature
- GED 560 The Reading Process for Teachers
- GED 688D Reading Teacher Practicum (Required for licensure)

After completing fifteen credits the following Practicum is required.

- GED 688D Reading Teacher Practicum (required for licensure)

M.Ed. Reading

The eighteen credits taken for the Reading Teacher Endorsement may be applied toward a M.Ed. degree in reading. However, graduate students may work toward an M.Ed. in reading and not apply for endorsement. In that case, a course in reading is substituted for the Practicum. In addition, M.Ed. degree candidates must fulfill the following requirements:

Required Courses (6 cr.):

- GED 558 Introduction to Educational Research
- GED 699 Capstone Seminar in Graduate Education
- OR GED 562 Thesis Research (formerly Educational Research)

Electives (12 cr.):

Students may choose twelve credits in reading from among other graduate course offerings. It is highly recommended that students select courses in consultation with their academic advisor.

Self-Designed Concentration

- M.Ed. Degree
- Certificate of Advanced Graduate Study

A graduate education student may design a 36-credit M.Ed. plan based on individual educational goals. The Self-Designed M.Ed. concentration is developed by selecting an array of courses with an academic advisor using the general procedures and course and credit requirements as described previously in this section in Admission to Graduate Programs in Education (page 43). Students may select courses from other Saint Michael's College graduate programs, such as Administration and Management, Theology, and Teaching English as a Second Language, but at least twenty-four credits must be GED credits. All M.Ed. self-designed programs must include GED 558 Introduction to Educational Research, and GED 699 Capstone Seminar in Graduate Education or GED 562 Thesis Research. All C.A.G.S.

programs are self-designed.

Special Education Concentration

- Licensure with Resource Room or Consulting Teacher/Learning Specialist Endorsement
- Resource Room or Consulting Teacher/Learning Specialist Endorsement
- M.Ed. Degree
- Certificate of Advanced Graduate Study

The goal of the Graduate Program in Special Education is to prepare competent and caring professionals who are able to make connections and create meaning in all aspects of their work. Students become familiar with the contexts and systems within which children and youth with disabilities are educated. They gain knowledge of learning and development throughout the life span. They acquire the broad and varied content knowledge that anyone working in special education must possess and they learn to build and maintain collaborative relationships with families, students and others. Practicum experiences within the special education courses require diagnostic teaching of individual students, working with families of students with disabilities, collaborating with other adults and taking on the responsibilities of a special educator for a school year. Hallmarks of the program are the case study approach, the strong emphasis on practicum experiences, and the training in collaboration.

Program Requirements

Master of Education or Certificate of Advanced Graduate Studies programs are designed to lead to Vermont teacher licensure or endorsement as either a teacher of the handicapped: resource room teacher or consulting teacher/learning specialist. Students may also design an M.Ed. or a C.A.G.S. program with a concentration in general special education, language learning disabilities, the Klein Program for working with children and youth with challenging behaviors or the Mainstream Resource Teacher program. The last two concentrations are also offered as certificate programs.

Resource Room and Consulting Teacher License or Endorsement

Students working towards either a resource room or consulting teacher license/ endorsement take the following courses. An approved educational research class is required of all special education candidates.

Required Courses (21 cr.):

- GED 631 Development, Learning and Individual Differences
 - GED 632 Diagnosis of Learning Problems
 - GED 633 Legal and Professional Issues
 - GED 640 Language and Learning
 - GED 641A Instruction of Students with Learning Problems: Elementary Level or 661B Instruction of Students with Learning Problems: Middle and Secondary Level
 - GED 661 Designing Instructional Programs (school-based Practicum)
 - GED 662 Implementing and Evaluating Instructional Programs (school-based Practicum)
- In addition, Consulting Teacher candidates take the following courses (15 credits):
- GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom
 - GED 612 Math: Instruction for Understanding (formerly Math Disabilities)

GED 634 Consultation and Collaboration in the Schools

GED 664 Implementing a Consulting Program

GED 699 Capstone Seminar in Graduate Education or GED 562 Thesis Research (formerly Educational Research)

If a student does not currently hold a teaching license, a program can be developed that leads to an initial teaching license with a special education endorsement.

Mainstream Resource Teacher

This is a 21-credit program for experienced classroom teachers who wish to remain in the regular classroom and provide the best learning environment for mainstreamed students. It can be either a concentration within an M.Ed. program or a non-degree certificate. It is a modified version of the Resource Room Teacher Licensure program. Candidates follow the sequence of courses for resource room teacher endorsement. However, course work and practica are modified to reflect the teacher's intention to continue teaching in the regular classroom. Upon completion, the teacher is recommended for resource room teacher endorsement.

Required Courses (21 cr.):

GED 631 Development, Learning and Individual Differences

GED 632 Diagnosis of Learning Problems

GED 633 Legal and Professional Issues

GED 640 Language and Learning

GED 641A or B Instruction of Students with Learning Problems

GED 661 Designing Instructional Programs Practicum (school-based Practicum)

GED 662 Implementing and Evaluating Instructional Program Practicum (school-based Practicum)

Klein Program

The Klein Program offers an M.Ed. or C.A.G.S. concentration in working with children and youth with challenging behaviors. It is designed for qualified teachers and mental health professionals. It can also be taken as a non-degree certificate program. This program does not lead to a teaching license/endorsement.

Required Courses:

GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom

GED 601 Understanding Students with Emotional-Behavioral Disabilities

GED 602 Relationship in the Classroom for the Child with a Severe Emotional Disturbance

GED 603 The Service Delivery System for Children with Severe Emotional Disturbance

GED 641A or GED 641B Instruction of Students with Learning Problems

GED 634 Consultation and Collaboration in the Schools

GED 688E Klein Practicum (6 cr.)

NOTE: GED 641, GED 581 and GED 634 will be waived for students who have completed the graduate program in Special Education at Saint Michael's College.

Language Learning Disabilities

This concentration allows students to develop an indepth understanding of language/ learning disabilities and approaches to assessment and remediation. It is designed individually as part of a C.A.G.S. program.

Course Offerings

GED 502 TV, Technology, and Children: Integrating Media Literacy

Across the Curriculum **3 cr.**
TV, radio, the Internet, movies, CD's, newspapers, magazines, billboards, cereal boxes . . . everywhere we look, the media offers us more and more information, entertainment and advertising. How do we as educators deal with this new media landscape? As our students come of age within a visual, multimedia culture, we need to recognize the new skills these kids must have in order to survive as independent and critical thinkers in a democratic society. In this course, participants will learn how media literacy education is easily integrated into existing curriculum, meets Vermont's Standards, and motivates students by tapping into their natural love of interacting with and producing media.

GED 504 Brain-Based Curriculum and Vermont's Standards **3 cr.**
Students in this course will gain an understanding of the neurological development of our rational and emotional intelligences. Students will design integrated curriculum plans and learning opportunities in accordance with Vermont's Framework of Standards for children in Grades P/K-4.

GED 505 Curriculum Development: Developing Units of Study Using Vermont's Standards **3 cr.**
The focus of this course is Vermont's Framework of Standards and Learning Opportunities to participants' individual classroom curriculum and assessment. Although any discipline, grade, or skills area may be utilized, the focus is on aligning math and writing portfolio tasks with the Standards. This includes scoring pieces of students' work with the new Vermont Math Rubric and creating rubrics for self-assessment. Participants should bring examples of student work, tasks they have created, and resources to develop their units of study.

GED 509 Integrative Curriculum **3 cr.**
This course is designed to offer a theoretical and historical overview of the concept of integrative curriculum as well as many practical applications, including designing a curriculum unit based on the Vermont's Framework of Standards and Learning Opportunities. Specific topics studied include multiple intelligences, learning styles, brain-based learning, interdisciplinary thematic curriculum, and curriculum integration models.

GED 511 Fundamentals of Curriculum **3 cr.**
This course explores a variety of perspectives on the meaning of curriculum. It examines the psychological, philosophical, historical, and sociological roots of curriculum frameworks that underlie contemporary educational systems. Theory is linked to contrasting practical models for curriculum planning, design, implementation, and evaluation.

GED 512 Educational Technology for Math and Science in the

Secondary School (7 - 12)**3 cr.**

Students focus on the pedagogical and practical issues surrounding implementing educational technology in secondary math and science classrooms. Participants receive hands-on experience with a broad variety of hardware and software using specific classroom applications including graphing calculators, data collections devices, graphing software and spreadsheets, databases and system modeling software, and software to capture and analyze digital images, audio, and video. This course is appropriate for novices or advanced users; however, word processing experience is a must.

GED 514 Moral and Ethical Dimensions of Education: The Sacred Space of the Classroom**3 cr.**

Whether we announce it explicitly or maintain it silently, the classroom is a place with moral and ethical dimension. This course will explore ethics and morals in classrooms organized by the achievement of academic standards set by state and national governments, as well as the standards maintained in classrooms where the pursuit of moral and ethics is a daily practice. We will discuss how curriculum might be considered to evoke sacred yet nonsectarian spaces and how to organize classrooms around the pursuit of social justice. Finally, we will work to create a space which embodies the moral and ethical. This course is cross-listed with GTH 752.

GED 516 Teacher as a Decision Maker**3 cr.**

This course reviews the role of teacher in contemporary education and includes at least thirty hours of focused observation. Students examine the practical and philosophical influences on teachers' decision-making process in relation to curriculum, motivation, management, instructional strategy, assessment, and Vermont's Framework of Standards and Learning Opportunities. The emphasis is on critical and creative reflection of readings, observations, and in-class discussions and activities. Required writing assessment for candidacy is included in this course.

GED 518 Adolescent Development**3 cr.**

This course provides an analysis of early, middle, and late adolescence through an exploration of cognitive, social, emotional, moral, and physical development. Students explore disturbances and stresses common to the period of adolescence, especially as these affect middle and secondary school students. Critical aspects of adolescent culture are examined. Assignments include readings, essays, and small group discussions.

GED 519 Child Development**3 cr.**

This course acquaints students with the processes involved in the development of children. Students follow the physical, cognitive, language, social, and emotional development of children from infancy through school age and develop strategies for applying theoretical principles to the development of curriculum.

GED 521 Language Arts and Social Studies in the Multiage Classroom**3 cr.**

The primary purpose of this course is to provide participants with an understanding of the language arts and social studies programs within a multiage/multilevel classroom. What is taught? How is it managed? What are some methods that teachers use? What are some issues that arise over the

teaching of these areas? What research is helpful for planning such a program? How might it be integrated with other subject areas? These and many other questions will be addressed throughout the semester. Emphasis will be on exploring Vermont's Framework of Standards and Learning Opportunities, creating a standards based unit overview, designing activities/lessons, and developing strategies that incorporate "best practices" of teaching. Assessment and evaluation are an integral part of the planning process.

GED 522 Literacy in Elementary Schools 3 cr.

Current research related to literacy acquisition and instruction is presented with a focus on the close relationship between reading and writing. Information about how to select and use children's literature as a vehicle for teaching these literacy skills at the elementary level is a primary emphasis. Connection to the Vermont's Framework of Standards and Learning Opportunities will be made.

GED 524 Middle Level Curriculum 3 cr.

Curriculum, instruction, and assessment strategies developed to meet the unique needs of middle-level students form the basis of this course. Participants will explore and practice a variety of approaches to curriculum planning, develop strategies for classroom implementation, and discuss and create authentic measures of assessment. Content, concepts, and skills of the disciplines will be addressed through integrated themes that merge local school curricula and Vermont's Framework of Standards and Learning Opportunities, with topics that come directly from students' questions and concerns. Through independent projects and collaborative teamwork, participants gain both conceptual and logistical understanding about meeting the learning needs of middle grades students. This course may be applied to requirements for middle level endorsement. *Formerly: Thematic Integrated Curriculum*

GED 525 Writing from the Heart 3 cr.

How can we help our students become proficient and engaging writers? How can we model the art of writing? Designed for upper elementary, middle and high school teachers, this course emphasizes finding and strengthening one's own voice as a writer. By writing in various genres and exploring different models of critiques and revision, participants learn different ways to stimulate the writing process both for themselves and their students. Participants will focus the genre of their choice - fiction, drama, poetry, and essay - for a final project.

**GED 528 Practical Management and Curriculum in the Multiage/
Multilevel Classroom 3 cr.**

This course provides participants an opportunity to review and synthesize philosophies, research, and approaches into a manageable plan for the multiage/multilevel classroom. Questions to be addressed include: How do educators find the time and/or space to teach process writing, math, social studies, science, etc., include the multiple intelligences, and take into consideration varying learning styles? How does one teach to the students rather than to a graded curriculum? How does the teacher integrate special needs students on a day-to-day basis, and share technology with twenty-five children at a time? What are the practical behavioral and classroom management

procedures that enhance and support the philosophical perspectives of the teacher? Participants create individual professional plans with self-defined directions for use in their professional portfolios and careers. *Formerly: Multiage Classrooms.*

- GED 529 Meeting Vermont's Standards Through Student Directed Learning** **3 cr.**
Citing demands for the twenty-first century, educators, parents, community, and business leaders emphasize the need for skills and understandings of life long learning yet few people understand the implications these demands have for the classroom or how they translate into teaching/learning models. Vermont's Framework of Standards and Learning Opportunities provides a foundation on which to build a philosophical understanding of student-directed learning and outlines and supports learning opportunities that offer students their best chance at educational success. Participants will explore the historical traditions that paved the way for student-directed learning, have access to classrooms that model student-directed learning, and examine curriculum, instruction, and assessment strategies that meet Vermont's standards through student directed-learning. Participants will be actively involved in designing and assessing their own projects related to this topic.
- GED 530 Literacy in the Content Areas** **3 cr.**
In this course students examine applications of reading, writing, and literacy development through theory and resource analysis, problem solving, and curriculum planning. Cognitive aspects of reading and writing development are emphasized. Students explore and design approaches for the concurrent instruction of reading, writing, and literacy skills within their content areas, as demanded by today's classrooms. Vermont's Framework of Standards and Learning Opportunities is reviewed and integrated throughout the course, and students create ways to address the standards in the middle and secondary classroom and curriculum.
- GED 531 Approaches to Reading Instruction** **3 cr.**
This course explores structural and holistic approaches to reading instruction in the elementary school classroom. Practical teaching strategies are demonstrated, and students learn how to implement each approach in the classroom. Students are expected to become familiar with pertinent research and the strengths and weaknesses of each approach studied, including analytic and synthetic methodologies.
- GED 533 The Illustrated Book: Between the Covers** **3 cr.**
In this hands-on course, students will learn how to transfer ideas and stories into picture books. By exploring the relationship of text and visual images, reflecting on current trends in children's literature, and discussing the history and business of printing and bookmaking, participants will come away with a thorough experience investigating the illustrated book. No previous art making skills are required. Students will be expected to complete a rough draft of their short picture book as well as one finished page.
- GED 534 Assessment and Instruction in Reading** **3 cr.**
The emphasis is on the use of informal assessments to analyze the needs of children with reading difficulties, as well as understanding the symbiotic relationship between ongoing assessment and well-chosen instruction.

Students develop a diagnostic portfolio using information from a variety of assessments, and then create an instructional program to follow the diagnosis. The analysis is implemented using time and materials available to the classroom or special needs teacher. The teacher must have access to an individual student for a minimum of one hour per week. This course is designed for the practicing teacher providing a model for analyzing a student's reading problems and then doing something to correct them. This course meets the reading assessment requirement prior to the reading practicum. Course materials relate to the Vermont Standards.

GED 535 Special Topics: Author and Illustrator Studies in Children's Literature 1-3 cr.

Courses are based on topic of current interest and are offered on a rotating basis. Examples include Lois Lowry, David Macaulays, Chris Van Allsburg, Lloyd Alexander, J. K. Rowling, and others.

GED 539 A Survey of Children's Literature 3 cr.

This course is designed to promote interest in a wide range of children's literature (grades K-9) by providing an opportunity to read and discuss recently published works. Participants examine the major genres of children's literature as exemplified in picture books, early chapter books, novels, and works of non-fiction, and produce written responses to the literature. The culminating project is a class presentation based on various themes drawn from both class and outside reading.

GED 541 The Caring Classroom: Skills for Building Community 3 cr.

Educators know the frustration of blending a diverse student population into a harmonious and productive classroom and school environment. This course explores on a personal and professional level the impact of cultural and family conflict on the moral development of children and the resulting effect in our classrooms. Participants define and learn to promote the social and emotional skills that contribute to peaceful school and family environments. Conflict resolution, mediation strategies, and program implementation are integral to the course.

GED 547 Middle and Secondary Curriculum Planning 3 cr.

This course offers current and prospective secondary educators the opportunity to increase their knowledge of content area curriculum design. We will critically examine and apply learning theory, instructional strategies, content knowledge, and Vermont's Framework of Standards and Learning Opportunities while constructing lesson plans and content area units. Together, in an interactive learning environment emphasizing reflective thinking, writing, dialogue, and collaboration, we will explore the integral role of curriculum in fostering student learning and growth.

GED 552 Teaching and Assessing through the Multiple Intelligences 3 cr.

Howard Gardner's theory of multiple intelligences is the basis for this course which shares diverse instructional models, assessment strategies, and curricular design approaches for kindergarten through college educators. Participants experience either an introductory or advanced level depending on their previous familiarity with the theory. There are opportunities to

pursue in-depth study of the various intelligences by participating in dance, drama, visual art, music, and creative writing experiences. This course is open to participants of previous years' institutes and new participants.

GED 553 Reading, Spelling, and Phonology 3 cr.

The course is designed to give participants a working knowledge of some of the basic but often neglected tools necessary for effective teaching of literacy: phonetics, phonology, morphology, and orthography (including phonics). Participants will develop the concepts necessary to teach the structure of language (focusing primarily on the work level) to students in both classroom and individualized settings. Reading and spelling will be approached through developmental stage frameworks, and explored through students' reading and writing samples. These frameworks will be utilized for determining instructional levels and needs, enabling participants to more effectively design and implement instruction and evaluate instructional materials.

GED 557 Training for the Trainer 3 cr.

Participants in this weeklong course examine various elements for designing and implementing training sessions in organizational settings. Topics include learning theory, learner characteristics, planning learning experiences, teaching/learning strategies and evaluating learning outcomes. As part of the course, each participant is expected to make a presentation demonstrating course principles and concepts. This course is cross-listed with GSA 530.

GED 558 Introduction to Educational Research 3 cr.

This course introduces students to the broad range of educational research, develops critical skills needed for analyzing research studies, and provides intensive assignments directed toward writing a literature review. Among the skills students develop are the abilities to access and synthesize information from multiple sources, choreograph a research project, and write a literature review. Required writing assessment for candidacy is integrated into the course.

GED 560 The Reading Process for Teachers 3 cr.

This course is designed for beginning teachers (pre-service) who are completing licensure requirements, and for current teachers who wish to update their knowledge and practice. Topics such as the reading process, reading comprehension, diagnosis of reading difficulties, teaching reading and study skills, and readability are covered by the entire class. Other topics pertinent to specific age or grade levels are discussed in small group settings, with differentiated assignments for teachers of similar interests. Examples of these topics include: methodology in whole language instruction, phonics, a basal reading approach, integrating reading and writing, and developing study guides in content areas.

GED 562 Thesis Research 3 cr.

A student nearing the end of the Graduate Education Program who plans to write a thesis should enroll in GED 562. The thesis is an in-depth research study that contributes to the existing body of knowledge in the field of education. Each student will be assigned an advisor who will meet with the student throughout the process of planning, researching and writing the thesis. This is a two-semester course with a grade of XT given at the end of the first semester. A thesis topic form, available in the graduate education office,

must be submitted with the course registration. It is recommended that students meet with their academic advisors to discuss possible topics and projects before enrolling. *Prerequisite: GED 558 Introduction to Educational Research and permission of advisor.*

GED 563 School Law 3 cr.

This course reviews federal and state laws applicable to public schools, including those regarding liability, labor relations, special education, discipline, content of curriculum, treatment of students with highly infectious diseases, and privacy. In addition to discussion of relevant law, the course introduces students to the legal process, including trial court proceedings, administrative hearings, the collective bargaining process, and the legislative process. Course materials include excerpts from selected federal and state statutes and copies of court decisions.

GED 564 School Finance 3 cr.

The purpose of this course is to acquaint students with the national, state, and local practices in educational finance including the impact of Vermont's new equal education opportunity legislation (Act 60). Students examine four major areas: budgets, negotiations, construction, and operations. In-depth analysis of school accounting procedures are not included.

GED 569 An Introduction to Bookmaking 3 cr.

This course is designed to give participants the opportunity to explore the book as a means of visual and verbal communication, to work with the traditional tools and materials of bookbinding, and to make several book structures that will serve as models and inspiration for individual or classroom bookmaking projects. Daily class work will focus on the foundational skills of the book arts. Approximately three hours of each day will be devoted to directed activities with the instructor. The remaining time will be used for independent work in an open studio setting with the instructor available for technical assistance. Class assignments and an independent inquiry project will give students the opportunity to explore the interplay of content, structure and materials in the book form.

GED 572 Leadership and Supervision in School Administration 3 cr.

In this course students explore images and models of leadership and their own beliefs about the complex and evolving role of administrators in today's school. They examine the interplay of the leader, the led, and the context, with a focus on the role of the principal as the developer of people and organizations. Students reflect upon their own values and draw upon their own experiences as they explore the theories and practice the behaviors essential to good leadership. Topics include leadership styles and contexts, supervision and evaluation of staff, creating vision and facilitating changes, and the ethical administration of schools.

GED 575 Spirituality and Education 3 cr.

Just what is spirituality and what does/should it have to do with education? Differing beliefs about spirituality are implicitly present in educational environments, whether or not they are acknowledged. In this course we will investigate diverse perspectives on spirituality and the implications of these

for teaching and learning. Topics covered will include an historical perspective; the relationship of spirituality to religion, morality, mysticism and psychology; current controversies; and theoretical and practical curricular applications. This course is relevant for all educational levels and types of educational environments. This course is cross-listed with GTH 751.

GED 579 Information Literacy: Researching Electronically 3 cr.

This course equips students to be online researchers and evaluators of electronic information. Strategies for the effective use of search engines, subject specific sites, interactive media, Usenet Newsgroups, and Listservs are featured for Internet information resources. Search methods and understanding database design and system delivery are covered for multimedia CD-ROM, electronic indexes, and full-text databases. Students will explore methods and organization and dissemination of electronic information by designing a subject specific Web site. The content effectiveness, and documentation of electronic information will be critically analyzed. The issues of copyright, privacy, and censorship in an electronic environment are examined as they relate to each student's area of study.

GED 581 Management of Emotional/Behavioral Problems in the Mainstream Classroom 3 cr.

This course examines behavioral, cognitive, social/interpersonal and environmental factors to consider in assessing and developing interventions for children and adolescents with emotional/behavioral disorders in the mainstream classroom, and throughout the school environment. Methods and strategies are stressed using specific case examples and classroom observations.

GED 582 Advanced Uses of the Internet 3 cr.

The Internet and World Wide Web provide opportunities to affect learning and promote process innovation. This is one of the most valuable resources of the new global digital economy. Using the Internet, participants will develop Web-based resources to enhance learning opportunities and administrative innovation; to promote professional development and distance learning; and to gain a thorough understanding of the technology and issues which drive the Internet. Note: Course will meet on campus for eleven sessions; remaining five sessions will be Web-based. *Prerequisite: Familiarity with Windows, e-mail and word processing, or permission of instructor.*

GED 584 Technology Planning for Vermont's K-12 Schools 3 cr.

This course uses discussion and case studies to analyze models of educational technology systems in K-12 schools. Topics of discussion include applications of technology in education, infrastructure design, technology planning, management, support and training system models, hardware/software selection issues, state requirements, and other issues such as gender equity, student access, and security. This course is appropriate for teachers, administrators, and technical support personnel who are concerned with advancing the systemic use of educational technology in their district.

GED 588 Hard Disk Management for Windows 3 cr.

This hands-on course is designed for the intermediate to advanced computer user. Among the topics covered are device manager, system utilities, format-

ting drives, file management, supporting Windows 95, installing software and managing your hard disk with utility programs. Students must have a Windows 95 or 98 machine that can be modified for use after class hours.

GED 589 Information Technology: Influences on Learning 3 cr.

This course investigates the impact and change information technology has on today's society. Participants examine ways information technology enhances learning opportunities for all members of society. Students discuss and develop implementation strategies for infusing information technology into the school setting. Finally, participants understand how information technology can significantly enhance organizations that focus on continuous learning for all participants.

GED 596 Multimedia Technology 3 cr.

Multimedia, computer, and communication technologies are evolving into very powerful educational, training, and business tools. These technologies are changing the way we view and present information. This course provides an introduction to the theories and skills necessary to create multimedia in today's technological world. Students will use Microsoft Power Point, Image Composer, Gold Wav and Internet Explorer to display and manipulate information and discover the impact multimedia can have in accommodating different learning styles.

GED 597 Integrating Technology into the Curriculum 3 cr.

This hands-on course provides an introduction to using technology in the classroom. The structure encourages participants to develop strategies for continuous learning. Workshops, presentations, discussions, and hands-on experience will provide the framework within which students consider philosophical issues regarding technology's role in education while learning to use hardware and software. Using an individualized approach to learning, students will be responsible for setting personal technology goals to direct their learning and assess their growth. Students will be evaluated through portfolios, participation and quality of work. Ability to perform basic word processing operations and access to Windows 95/98 computers (with Microsoft Office software) outside of class time will be necessary to complete course requirements.

GED 598 LOGO 3 cr.

LOGO is a computer language that is widely used in schools to help students learn critical thinking and problem solving skills. This course offers a wide variety of LOGO activities centered around its use as a teaching tool. Most activities are directed toward elementary and middle school grades. The students use Lego Dacta Control Labs and LOGO Writer to write programs to run their Lego constructions.

GED 600 Advanced Integrating Technology into the Curriculum 3 cr.

Pre-requisite: GED 597 Integrating Technology into the Curriculum or consent of instructor. This hands-on course provides a follow-up to previous Integrating Technology into the Classroom courses, with special emphasis on applying concepts learned in Integrating Technology to develop student uses for technology. Workshops, presentations, discussions, hands-on experiences will provide the framework within which students consider philosophical

issues regarding technology's role in education while developing technology-based curricula. Using an individualized approach to learning, students will assume responsibility for setting personal technology goals to direct their learning and assess their growth. Students will be evaluated through portfolios, participation and quality of work. Growth will be measured through student projects and portfolios. Additional time on computers (beyond class time) is required to complete course requirements. Prerequisite: GED 597 Integrating Technology into the Curriculum or permission of instructor.

GED 601 Understanding Students with Emotional-Behavioral Disabilities 3 cr.

This course provides an introduction to instructional and behavior strategies for students with emotional-behavioral disabilities. The course emphasizes understanding problem behavior, characteristics of students with this disability, and Vermont's guidelines for the identification of students with emotional-behavioral disabilities. Initiatives aimed at maintaining students within a regular school setting, and effective intervention strategies, are also examined.

GED 602 Relationships in the Classroom for the Child with a Severe Emotional Disturbance 3 cr.

This course focuses primarily on how to use yourself as a valuable resource in developing and maintaining relationships with the child having emotional disturbances. Some of the areas covered are ways to individualize for a child's emotional needs; ways to listen, understand, and interact more productively with children; and ways to look at the individual as part of the group process.

GED 603 The Service Delivery System for Children with Severe Emotional Disturbances 3 cr.

This course examines the overall service delivery system for children, adolescents and their families who are experiencing a severe emotional disturbance. We look at the network of service delivery from the federal government level to the state and community level. We cover state/federal legislation as well as social/public policy. Several Vermont systems that provide services for these youngsters are considered, such as education, mental health, child welfare, and corrections. The focus is on how these different agencies interact with one another and how each function separately in the delivery of services to children and adolescents ages 0-21. Students leave this course with a thorough understanding of the mental health needs of children and the Vermont system of care that addresses those needs. (Offered every other year.)

GED 604 Writing For Teachers: A Writing Workshop For K-16 Teachers Across Disciplines 3 cr.

One of the best ways to learn new methods for teaching and using writing across the curriculum is to experience those methods first-hand: by writing. In this course, you'll develop your own writing while experiencing various approaches to process, form, and style, as well as ways of responding to and assessing writing. Open to teachers at all levels and all areas.

GED 612 Mathematics: Instruction for Understanding 3 cr.

This course describes the nature of math learning, considers characteristics and diagnosis of math learning problems, and introduces participants to a

range of techniques for instruction. This course is geared toward the K-8 curriculum, with a focus on the elementary level. Students design and implement assessment and instructional procedures as part of a two-week practicum.

GED 613 Mathematics in a K-8 Classroom 3 cr.

This course will provide the opportunity for students to learn mathematical content and processes using the NCTM Standards and Vermont's Framework of Standards and Learning Opportunities and the developmental guides. Participants design units with particular emphasis on "concrete" learning tasks, utilization of manipulatives, and connections to other content areas. Assessment and program evaluation will be developed answering the question, "What evidence is there that students understand concepts and can apply their knowledge to life situations?" We will combine theory with practical application, developing materials to use in the classroom.

GED 614 Understanding the Basics of Learning Disorders 3 cr.

This introductory course is designed for educators and school psychologists. The focus is on the techniques used by neuroscientists to investigate brain-behavior relationships, particularly as they relate to verbal learning disabilities and dyslexia, nonverbal learning disabilities, disorders of attention and memory, neurological disorders and the effects of brain injury. The purpose of the course is to familiarize practitioners with neuropsychological evaluation, the interpretation of test reports, and a framework for assessment and intervention. The class includes readings, discussion of current research, an overview of tests, and case study evaluation.

GED 615 Affective Education in the Classroom: Education From the Heart 3 cr.

How can you begin the next school year with more awareness, insight, and hope? This class will explore ways to enhance our emotional well being. It will stress methods of how to apply this philosophy to students of all ages. This course will be based on experiential learning and an introspective approach to children, adolescents, and adults. Educational renewal will evolve from individual and group renewal. "Affective Education" will be explored with guidelines to make this more usable in our schools. This is an intensive one-week course with an individualized project built into the week's work. The project will help to make class material applicable to each student's particular needs.

GED 616 New Directions in Assessment of Student Learning 3 cr.

This course explores new ways of assessing student learning, with particular emphasis on the Vermont's Framework of Standards and Learning Opportunities and the statewide comprehensive assessment systems. The course begins with a brief review of current assessments, and then explores both authentic and performance-based assessment. The focus is on both conceptual understanding and practical applications. Participants will develop various assessment tools as well as design, develop, implement, and evaluate these assessments in schools. We will use the information derived from student assessment results to reflect on program development or revision.

- GED 623 The Foundations of Ceramic: The Magic of Clay 3 cr.**
The focus of this class in clay is on throwing on the wheel. Demonstrations, critiques, and assigned projects will enrich students' hands-on experience working with clay on the potter's wheel. Traditional glazing and firings as well as multicultural techniques such as Raku and Native American burnishing and pit-firing will be included. This class is suitable for those with or without throwing experience and ideal for those educators who have access to wheels.
- GED 631 Development, Learning, and Individual Differences 3 cr.**
This course examines cognitive and social development across the life span, considering how development impacts learning at all stages. Students carry out observations to assess a student's developmental level and plan appropriate intervention or instruction. The developmental perspective is compared to other frameworks for understanding individual differences. *Formerly: Development and Education.*
- GED 632 Diagnosis of Learning Problems 3 cr.**
This course is designed as an introduction to the differential diagnosis of learning disabilities and other categories of disability. Basic principles of assessment and measurement are reviewed. Emphasis is placed upon analyzing the nature of tasks which assess academic achievement, learning style, and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases are used to demonstrate these principles. *Prerequisite: Special Education Program or Concentration or permission of instructor.*
- GED 633 Legal and Professional Issues 3 cr.**
This course provides background in the legal rights and requirements that affect learners with disabilities and their families. Students explore models for providing services to individual students in a variety of settings. The interpersonal aspects of the special educator job and current issues in special education are discussed.
- GED 634 Consultation and Collaboration in the Schools 3 cr.**
This course provides educators and special educators with the framework and skills necessary for cooperation and collaboration among students and adults in the elementary and secondary school. Participants must be able to work with groups of students in a school or similar setting.
- GED 635 Middle Grades Summer Institute 3 cr.**
This institute is a highly participating, reflective, collaborative experience aimed at improving learning and teaching in the middle grades (5-8). The institute provides a number of options from which participants build personalized schedules around intensive strands designed to address individual goals. Those wishing to earn credit toward Vermont's Middle Grades Endorsement and need to address the area of middle level curriculum and instruction or middle level organization may design a plan to do this.
- GED 638 Current Topics in Special Education 1-3 cr.**
One-two or three-credit courses designed to help teachers meet the needs of mainstreamed students. Topics have included Mainstreaming; Phonological

GED 640 Language and Learning 3 cr.

This course considers how difficulties in language acquisition and usage affect a student's ability to succeed in the classroom. Problems with vocabulary, sentences, and discourse are viewed from a framework that examines the structure of language, the ability to process verbal (oral and written) instruction, and the abilities necessary to use language for communication and for learning. Students learn a wide variety of language learning techniques for individual, small group, and whole class instruction.

GED 641A Instruction of Students with Learning Problems: Elementary Level 3 cr.

This course provides an in-depth study of sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills are covered. The emphasis is on working with students in elementary school. This course includes a practicum.

GED 641B Instruction of Students with Learning Problems: Middle and Secondary Level 3 cr.

This course provides an in-depth study of sound instructional practices and materials to use with struggling learners, based on an analysis of the learner's strengths and challenges. Methods used to teach literacy skills strategies are covered, as well as the ways teachers can meaningfully include struggling learners in the regular class curriculum. The emphasis is on working with students in middle and secondary schools. This course includes tutoring and observation in schools.

GED 649 Arts: The Creative Process 3 cr.

Through guided projects and inspiration from literature, performances, exhibits, and artists, participants will awaken their imaginations, reflect on their stories in making art, discover new venues of expression, and affirm creativity as an integral part of human development. Using such different art forms as drawing, writing, drama, movement, music, storytelling, and poetry, participants will actively investigate the creative process. Developing a supportive and reflective community will nurture the creative process for those who identify as artists and for those who do not. Texts for this class include performances at the Flynn Center for which there will be a reduced ticket fee.

GED 651 Hands on! Learning In and Through the Visual Arts 3 cr.

Classroom teachers and arts teachers are invited to explore and celebrate the power of the visual arts. Through hands-on activities participants will experience art making in a variety of mediums, learn how to compose and integrate standards-based lesson designs and authentic assessment, and make connections to interdisciplinary themes. With guidance and support, participants will work on technique and vision. Projects will be applicable to both the classroom and to one's growth and enrichment as an artist.

- GED 653 Adult Development and Learning 3 cr.**
This course provides participants with an opportunity to examine adult learning and development. Topics include life, age, and stage development models, and approaches for fostering growth and change in various contexts. Students explore these topics through reflective thinking, writing, dialogue, and projects in order to develop an understanding of how the topics relate in different settings, including educational institutions.
- GED 654 Adult Education: Theory and Practice 3 cr.**
Recent research indicates that an increasing number of adults are requesting education and/or training for a variety of personal and professional purposes in a variety of settings, including literacy programs, the work place, higher education, community outreach, and advocacy projects. In many instances, adult educators have not explored the possibilities and challenges specific to adult learners. We will explore, apply, and critique adult education models, resources, purposes, and settings relevant to the participants.
- GED 658 Developmentally Appropriate Practice: The Child as Curriculum (Pre/K - 4) 3 cr.**
This course focuses on the study of child development research and theory, and the implications of this knowledge as it relates to the design and implementation of a child-centered curriculum for grades pre/K through four. Topics such as learning styles, multiage grouping, use of space and time, project work, developmental assessment, and conferencing with parents are included.
- GED 661 Designing Programs for Children with Disabilities 3 cr.**
Students design, implement, and evaluate instructional programs for learning disabled and other mainstreamed learners with disabilities. They are involved in all aspects of the special education process. This is a school-based practicum for students in the Special Education Program.
Prerequisites: GED 632, 633, 641.
- GED 662 Implementing and Evaluating Instructional Programs 3 cr.**
In this school-based practicum, students design, implement, and evaluate instructional programs for special education. They work in school-based teams to conduct comprehensive evaluations and develop IEPs. An emphasis of this course is on developing partnerships with the families of students who receive special education services. This is a school-based practicum for students in the Special Education Program. Limited to students completing the Special Education Program. *Prerequisite:* GED 661.
- GED 664 Implementing a Consulting Program in the School 3 cr.**
Based on the knowledge learned in GED 634, students refine, extend, and apply the skills and strategies to function as a competent consultant and collaborative team member within school and community settings. The course focuses on promoting shared leadership and responsibility, communication, problem solving and conflict resolution strategies associated with the process of school change, and the development of adult collaborative teams. Students spend significant time working in teams to gain new information, practicing skills and strategies, and applying problem solving to "real life"

challenges. Students implement a project in their professional setting utilizing the skills and strategies outlined above. Limited to students completing the Special Education Program. *Prerequisite: GED 634 (GED 633 also recommended).*

GED 667 Words Come Alive: Drama as a Teaching Tool 3 cr.

Drama is a neglected area in the school curriculum and yet it is one of the most engaging tools an educator can employ. Designed for all levels of acting and teaching experience, this course presents ways to interweave drama into K-12 curriculum of literature, social studies, and science. Techniques presented bring lessons to life and allow educators to respond effectively to different learning styles and intelligences. Topics include creative drama activities, theater games, teaching in character, and developing improvisations into plays.

GED 669 Storytelling and Folklore 2 cr.

In every culture around the world folktales have been passed from generation to generation through storytelling. Students revive this ancient art by studying different sources of traditional folklore and learning various presentation techniques. Emphasis is on the uses of storytelling and folklore in schools and libraries.

GED 670 Bringing History and Literature to Life Through the Arts 3 cr.

Drawing on the rich resources of two nationally respected arts institutions, the Flynn Center for the Performing Arts and the Shelburne Museum, this course explores creative approaches to classroom instruction, focusing on techniques to reach students with a variety of learning styles. Utilizing the many elements of theater -- drama, writing, movement, music and art - the class will bring to life the experiences of ordinary nineteenth-and twentieth-century Americans. The coursework will demonstrate how the arts, literature, and American history can be taught together -- each discipline informing and enriching the others while also addressing the Vermont Framework of Standards. The class ends with an informal presentation of an original work on the museum grounds.

GED 671 Bookmaking for Educators 1 cr.

Educators from all disciplines are invited to make traditional and nontraditional books to be used with students of all grade levels. Exploring the art of bookmaking and the book as art, participants will use visual and spatial intelligence to create unique books that demonstrate knowledge and concepts that become treasured products of authentic assessment. No previous bookmaking experience required.

GED 673 Special Topics in Arts Education 1-3 cr.

Courses are based on topics of current interest and are offered on a rotating basis. Examples include: Multicultural Arts, Integrating Dance into Curriculum and Literacy Through the Book Arts. These courses may be offered in collaboration with programs like Flynn Center for the Performing Arts, The Summer Book Arts Institute, and Vermont Dance Theater.

GED 677 Social Foundations of Education 3 cr.

This course introduces current and prospective educators to the sociology, philosophy, and history of education as applied to current and future educational systems in the United States. Readings and other course resources present a variety of perspectives. Issues are discussed in terms of the problems and possibilities of transformative education in our society. Emphasis is placed on the questions of school purpose, the nature of knowledge as practiced and understood, and the tensions between transmission and transformation of the culture

GED 678 Aesthetic Perspectives on Culture and Education 3 cr.

How can we help our students form aesthetic judgment, understand cultural expressions, and use the artistic dimension to critique and reflect on democracy and the meaning of citizenship? How might we help students with these Vermont standards to become an informed and responsive audience to both artistic expressions as well as social issues? What are our own personal narratives that influence perception, value, and sense of artistic proficiency? Through creative activities, critique of performances and exhibits, dialogue, and a culminating community project, we will explore the relationship of imagination and social responsibility and reflect on the aesthetic perspectives that influence choices for educations. In recent years this course has offered students an opportunity to be in residence at the museo Internazionale delle Ceramiche in Faenza, Italy, and organize a street painting festival in Burlington, Vt.

GED 680 Aesthetic Perspectives on Education: Media Literacy and Production 3 cr.

How can we help our students form aesthetic judgments and reflect on cultural expressions and icons? How might we help students and ourselves become an informed and responsive audience to the images and sounds that influence perception and values in society? By reflecting on our own personal narratives, participating in creative activities using the principles and elements of art, critiquing such media forums as TV, newspapers, museums, the Internet, theaters, film, and magazines and their influence on education, and producing our own public service announcements, we will explore the relationship of aesthetic perception through the lens of media literacy, and create new perspectives on cultural identity. This class will fulfill the foundations requirement for licensure candidates.

GED 682 Cyber Law 1 cr.

A study of the law governing the use of computers and the Internet. This course focuses on state and federal statutory, decisional, and administrative laws arising out of the use of the Internet and explores social, ethical and political issues related to cyberspace regulation. This course is cross-listed with GSA 591A.

GED 684 School and Community 3 cr.

This course introduces current and prospective educators and administrators to the sociology of education, especially in regards to American schools in the present. Readings and other course resources emphasize a variety of perspectives. Particular emphasis is placed upon how these ideas inform decision-making in classrooms, schools, and society, and the roles of gender,

class, and race in mediating definitions of equality and equity.

GED 685 Nonfiction Children's Literature in the Classroom 2 cr.

This course focuses on the nonfiction genres of children's literature: biography and information. Several recent award-winning books constitute a reading list of approximately fifteen children's books in the sciences, social studies, and related fields. These books are discussed with detailed curriculum applications. Students are expected to read new trade books in information and biography, become familiar with reviewing sources, and complete a paper or project documenting their learning.

GED 686 Independent Research 1-6 cr.

GED 687 Directed Readings 1-6 cr.

These two courses allow matriculated students to study special topics in depth. The student and instructor submit a proposed course description and an "Independent Study Learning Contract" to the Academic Advisor using guidelines provided by Graduate Programs in Education. After approval by the academic advisor, the course proposal must also be approved by the Director of Graduate Programs in Education. Registration must be completed by the third week of the semester.

GED 688 Practicum 3-6 cr.

Practicum experiences allow students to apply theory in a setting related to their area of study.

GED 688A Practicum: Elementary Education (K-6)

GED 688B Practicum: Middle (5-8) and Secondary (7-12) Education

GED 688C Practicum: Administrative/Principal

GED 688D Practicum: Reading Teacher

GED 688E Practicum: Klein

GED 688F Practicum: Adult Education

GED 688G Practicum: Arts in Education

GED 688H Practicum: Information Technology

GED 688J Practicum: ESL

GED 689K Practicum: K12 Art/Music

GED 689 Student Teaching Seminar 3 cr.

Taken concurrently with the student teaching practicum (GED 688 A, B, J and K), this course focuses on methods and standards, teacher strategies, classroom discipline, management techniques, instructional strategy, collaboration, problem solving, assessment, and communication skills. Students complete their required portfolio for licensure during this course. Enrollment by special arrangement only. *Formerly: GED 503 Middle and Secondary Teaching Methods and GED 515 Seminar in Classroom Management.*

GED 695 Investigating Science and Loving It: Constructivist Science and Curriculum Connections 3 cr.

This course is designed to help both the reluctant and experienced science teacher to encourage children to become avid learners. Participants explore constructivist teaching methods and how to integrate science throughout the elementary curriculum.

- GED 696 Philosophy of Education 3 cr.**
In this course, current and prospective educators explore the philosophical underpinnings of education in our society, and acquire the tools of the discipline to analyze current issues in schools. Readings and other course resources represent a wide variety of perspectives, including perennialism, essentialism, progressivism, and reconstructivism, and educators develop their own informed statements of educational philosophy. Particular emphasis is placed on the application of philosophy to school and classroom experience.
- GED 697 Managing Information Systems 3 cr.**
This course presents concepts that managers need for effective use and management of information systems. Topics include basic technological aspects and managerial aspects of system and implementation, strategic uses of information technology, and management and control of information systems. As this course combines activities in real space (i.e. occasional on-campus class meeting) and in cyberspace (i.e. regular online discussion and e-mail) weekly class meetings are not held.
- GED 699 Capstone Seminar in Graduate Education 3 cr.**
This course is designed to support students as they complete their studies in the M.Ed. program. As their capstone experience, students will first investigate a topic in their field of interest. They then will complete both a paper and presentation demonstrating their in-depth understanding of this topic. Research skills, critique and reflection, and expressive presentations will be included in the course. Students must submit their research methodology to advisor for approval before registering. *Prerequisite: GED 558 Introduction to Educational Research.*

Teaching English as a Second Language

History and Philosophy

The Saint Michael's College School of International Studies has provided graduate study in Teaching English as a Second Language since 1962. Its faculty averages more than fifteen years of experience per person and its students have been drawn from more than sixty countries, including the United States. Students have a variety of teaching practicum options. They may work with students in the school's Intensive English Program, Academic English Program, specially designed programs for refugees and immigrants in Burlington, ESL programs for children in area public schools, or even in EFL and bilingual education programs in many countries around the world. Graduate students also benefit from a reference collection in the Saint Michael's Library.

The approach of the program is to offer theoretical and methodological training integrated with practical coursework, which will allow graduates to assume instructional and administrative roles in programs of Teaching English as a Second or Foreign Language in the United States and abroad. There are currently four program options in graduate TESL/TEFL study: the Master's Program in Teaching English as a Second/Foreign Language (MATESL/TEFL), the K-12 ESL Endorsement Program, the Advanced Certificate Program in TESL, and the Institute in TESL. In addition, the school offers a non-credit intensive summer professional training program in TESL/TEFL: the Diploma Program. This 210-hour program covers all essential aspects of English language teaching from a practical classroom perspective.

Objectives

- To provide an overview of current linguistic and second language theory
- To provide applied training in all areas of language skill instruction
- To provide experience in special areas such as testing, curriculum and materials development, and use of technology in language teaching
- To prepare graduates to assume professional roles or pursue continued graduate study
- To prepare graduates with the cross-cultural competencies and sensitivity necessary to work with diverse national groups

Admission to Master of Arts in Teaching English as a Second/Foreign Language (MATESL/TEFL) Program

Applicants for TESL Graduate Programs must have a B.A. or B.S. degree with a G.P.A. of at least 3.0 from an American college or university or its equivalent from a foreign university. Applicants for whom English is not a native language must have a TOEFL score of 550 or higher (213 on the computer-based test). Those who lack the required English proficiency must follow an intensive English program either at Saint Michael's or at some other institution and reapply before entry into the program.

Application Requirements

- A. Official transcripts of all undergraduate work, mailed directly from the institution(s) attended to: School of International Studies, MATESL Program, Saint Michael's College, One Winooski Park, Colchester, Vermont 05439, U.S.A.
- B. Three letters of recommendation from persons qualified to assess applicant's attitude and preparation for graduate study.

- C. An application fee of \$35.00 payable in U.S. funds enclosed.
- D. A letter of support (for international students only).
- E. A statement of purpose.
- F. A recent photograph (optional).

Degree Requirements

Students must successfully complete thirty-six credits (11 courses) from the following:

Required Courses: (27-30* cr.)

GSL 500	Introduction to Language and Linguistics
GSL 502	English Grammar
GSL 506	Communication Skills (for non-native speakers)
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching of Oral Skills in ESL/EFL and English Phonology
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 604	Second Language Acquisition
GSL 685	Practicum I: Seminar/Observation
GSL 688	Practicum II: Classroom Teaching

Elective Courses: (9 or 6* cr. depending on required course credits)

GSL 503	Problems and Theory in Grammar
GSL 520	Computer Assisted Language Learning
GSL 560	Culture and Communication Workshop
GSL 562	Audiovisual Communication (non-computer) in ESL/EFL
GSL 563	Content Based Instruction and English for Specific Purposes
GSL 564	Literature in ESL/EFL
GSL 565	Grammar in the Classroom
GSL 575	Ideas that Work in TESL/TEFL
GSL 600	English Vocabulary and Semantics
GSL 601	Studies in American Culture
GSL 602	Intercultural Communication
GSL 605	History of the English Language
GSL 606	Curriculum and Syllabus Design
GSL 608	Discourse/Error Analysis: Practical Implications for Second Language Teaching
GSL 611	Sociopragmatics
GSL 612	Bilingualism and Multicultural Education
GSL 620	Testing and Evaluation in TESL/TEFL
GSL 655	Language Learning and Assessment for Children
GSL 670	Independent Research in TESL/TEFL
GSL 689	Special Seminar in TESL/TEFL
GSL 690	Thesis Research Seminar
GSL 691	Thesis

*International students are required to take GSL 506, Communication Skills, as a core requirement.

Oral Exit Examination

As an opportunity to review all course work and synthesize information and ideas, each student must also complete an oral exit examination before the end of the semester in which they intend to graduate.

Thesis Option

Students who desire the MATESL degree with a thesis will be required to complete a total of 39 credits which must include GSL 690, Thesis Research Seminar (3 credits), and GSL 691, Thesis (3 credits).

A thesis is a work of original research on a topic pertinent to the field of TESL/Applied Linguistics and must be written under the direct supervision of an MATESL faculty member. In addition to the thesis supervisor, a committee of two to four additional members, selected by the student in consultation with the supervisor, must approve the thesis. Two of the additional committee members must be Saint Michael's faculty and at least one of them must be an MATESL faculty member; additional members may be nominated either from Saint Michael's faculty or from other institutions.

Thesis-option students will be required to deliver a presentation of the results of their research in lieu of the oral examination required of non-thesis-option students.

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue into the following semester. In addition to the semester following enrollment in the course, the student may petition for continuance of the "XT" to the program director. Students who do not pass or who withdraw from GSL 691 may take the oral examination and receive the MATESL degree without thesis.

Vermont Teaching License with a K-12 Endorsement

The School of International Studies, in conjunction with the Graduate Education Department, now offers a program of study to meet the competency requirements for a Graduate Teacher License/ESL Endorsement which qualifies successful candidates to teach ESL in the public schools of Vermont. This program is approved by the Vermont Department of Education. Graduate students in the School of International Studies may complete this program in conjunction with the Master's in Teaching English as a Second Language (MATESL) Program. The following courses are the ESL endorsement core courses. Five additional courses (15 credits) from the Graduate Education Department, as well as a semester-long student teaching component (9 credits), are required for an initial teacher license.

Endorsement Core (27 cr.)

GSL 500	Introduction to Language and Linguistics
GSL 502	English Grammar
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching of Oral Skills in ESL/EFL and English Phonology
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 520	Computer Assisted Language Learning or GED 597 Integrating Technology into the Classroom
GSL 612	Bilingualism and Multicultural Education
GSL 655	Language Learning and Assessment for Children

Graduate Education/License Core (15 cr.)

GED 516	Teacher as Decision Maker
GED 509	Integrative Curriculum or approved curriculum course
GED 677	Social Foundations of Education OR GED 678 Aesthetic Perspectives on Culture and Education or approved

foundations course

Choose from (a) or (b)

(a) GED 641 Instruction of Students with Learning Problems AND either GED 519 Child Development OR GED 518 Adolescent Development

(b) GED 634 Consultation and Collaboration AND GED 631 Developmental and Individual Differences

Student Teaching Component (9 cr.)

GED 689 Student Teaching Seminar

GSL 688J Student Teaching ESL in Public Schools

Candidates for the License/Endorsement are also required to meet a foreign language competency requirement.

Portfolio required for license. See Graduate Education Department advisor.

The Advanced Certificate Program in TESL

The Advanced TESL Certificate Program, an 18 to 21-credit sequence, is an option within the full MATESL Program. It is of particular interest for those who do not wish to pursue a full master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL Program. Admission requirements are the same as for the MATESL Program. The certificate can be earned over two summer periods or two semesters or on a part-time basis.

Required Courses:

GSL 502 English Grammar

GSL 506 Communication Skills (for non-native speakers only)

GSL 542 Theory and Method in Second Language Teaching

GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology

GSL 544 Teaching Reading and Writing in ESL/EFL

GSL 685 Practicum I: Seminar/Observation

The Institute in TESL

The Institute is a ten-credit professional program for prospective teachers of English as a Second Language. The Institute is intended for students who desire a short-term training opportunity for special study of the phonology and syntax of English and of methods, procedures, and techniques for teaching English as a second language. Institute courses may be applied to the MATESL Program. Admission requirements are the same as for the MATESL Program.

Required Courses:

GSL 500 Introduction to Language and Linguistics

GSL 542 Theory and Method in Second Language Teaching and

GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology

OR

GSL 544 Teaching Reading and Writing in ESL/EFL

Diploma Program in TESL/TEFL

The Diploma Program is a non-credit, intensive, six-week professional training program offered in summers for prospective teachers of English as a foreign or second language. It covers all essential aspects of English language teaching from a practical classroom perspective. It offers concrete experience with methods and techniques reflecting current principles of communicative language teaching and learning. This program is ideal for new entrants

to the TESL/TEFL fields, as well as for working teachers who wish to gain a professional qualification or to update their methodology.

Admission Requirements for Diploma Program

Applicants must have a minimum of a high school diploma. A TOEFL score of 550 or higher (213 on computer-based test) is required for applicants whose native language is not English.

Course Structure

The program contains three components: an Introduction to TEFL/TESL methodology; English teaching strategies; and, a practical teaching component.

Introduction to TEFL/TESL Methodology

This course meets all day for the first two weeks of the program. It focuses on the learning process and introduces the methodological principles of communicative language teaching through instruction, demonstration, and peer teaching.

English Teaching Strategies

This component explores in greater depth the major areas of English language teaching, most of which will have been introduced briefly in the Introduction to Methodology. These areas include the teaching and assessment of listening, speaking, reading, writing and grammar; and lesson planning and management.

Practical Teaching Component

The practical teaching component, or practicum, gives participants the chance to apply the strategies they are learning in the program as they gradually assume responsibilities for teaching small groups of English language learners.

Special Notes

Students may complete the MATESL Program in two semesters and one summer session on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over three or four summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least ninety days prior to the first class meeting of any term.

No more than fourteen credits may be taken during any given semester without written approval from the program director.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than twelve undergraduate credits in education should consider taking six credits in education courses.

In addition to these course requirements, students must file a candidacy form after six to nine credit hours have been completed and must complete an oral exit examination during the last semester of their program. Guidelines are provided in the *Handbook for Students in the TESL Graduate Programs*, which is given to students during their first semester of study.

Course Offerings

- GSL 500 Introduction to Language and Linguistics 3 cr.**
This course provides an overview of topics and issues in language and linguistics today. It covers basic concepts and terminology in the major areas of linguistics and communication: phonology and phonetics, morphology, syntax, semantics, sociolinguistics, pragmatics, psychology of language, and language acquisition. In addition to readings from the text, there will be assigned readings in areas of special interest. *Note: Priority registration for new students. Others admitted as space is available.*
- GSL 502 English Grammar 4 cr.**
This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A comprehensive overview of the structure of English is presented. *Note: This course should be taken early in the program.*
- GSL 503 Problems and Theory in Grammar 3 cr.**
This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points. *Prerequisite: GSL 502 or permission of instructor.*
- GSL 506 Communication Skills 3 cr.**
This course is required of all non-native speakers of English enrolled in TESL Graduate Programs. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice in the rhetorical conventions for written composition and oral presentation in English. Course content for readings, written work, and oral presentations is specifically focused on the areas of linguistics and language teaching. *Note: This course should be taken early in the program.*
- GSL 520 Computer-Assisted Language Learning 3 cr.**
This hands-on course focuses on the uses of computer technology in English language teaching (Computer Assisted Language Learning--CALL) and includes a review of the research regarding its effectiveness. Participants become familiar with the use of a variety of technological media (word-processing, e-mail, Web page authoring software, Internet resources, sound and video files, as well as CD-ROM software). They learn how to incorporate these media into lessons that enhance learners' skills. A substantial part of the course deals with the critical evaluation, presentation, and discussion of Web sites and software, including those for K-12 teaching. *Prerequisite:* It is expected that students have some familiarity with Windows 98 or Windows NT, basic file management, e-mail and word-processing. Students must have a zip disk. This course is a required component of the ESL Endorsement Program. This course exists as a face-to-face course and as an on-line course offered via distance education.

- GSL 542 Theory and Method in Second Language Teaching 3 cr.**
 This course addresses the history and current realities and principles of the field of second language learning and teaching. It focuses on the needs of the learner, the role of the teacher, and the application of methodology in developing communicative competence. Using a comparative approach to current methodologies, this course also provides students with applied training in approaches for vocabulary building, grammar, reading, and writing instruction.
- GSL 543 Teaching of Oral Skills in ESL/EFL and English Phonology 4 cr.**
 Relevant theoretical issues as well as demonstration and discussion of materials and techniques for teaching the skills of listening, speaking, and pronunciation to all levels and all ages (including children) in various environments are the foci of this course. The principles of articulatory phonetics and American English phonology are also introduced, with particular attention given to their application to pronunciation teaching. Microteaching techniques are employed.
- GSL 544 Teaching Reading and Writing in ESL/EFL 4 cr.**
 The purpose of this course is to develop an understanding of current theories in teaching reading and writing in a second language to both adults and children of diverse cultural and linguistic backgrounds. The course also discusses the basic reading and writing skills that language learners of all ages need, presents a framework of methods and techniques to teach these skills to L2 learners, and suggests curricular assessment techniques for selecting and evaluating instructional strategies and materials currently used in teaching reading and writing to L2 learners. A practical component of the course is working with ESL students to develop their reading and writing skills and strategies.
- GSL 560 Culture and Communication Workshop 3 cr.**
 This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and helps them see themselves in an international perspective.
- GSL 562 Audiovisual Communication (non-computer) in ESL/EFL 3 cr.**
 The workshop is designed to help teachers understand the advantages and limitations of the various media by learning how to operate the equipment successfully. Participants practice the basics of visual and verbal languaging. This is a hands-on workshop in the effective classroom use and value of overhead projectors, film and filmstrips, video cameras, closed caption, audio cassettes (language lab) and visualization in the teaching/learning process.

- GSL 563 Content-Based Language Instruction and English for Special Purposes 3 cr.**
 This course presents the principles and procedures for using a content-based approach to teaching English for general, academic, and special purposes. Topics for the course include an overview of CBLI and ESP as they are currently implemented in English language teaching; the components of needs analysis, text analysis, and materials development; appropriate instructional procedures and techniques; and issues of assessment. Participants in the course will develop practical skills for using a CBLI approach in the classroom and for designing mini-units for special purpose English.
- GSL 564 Literature in ESL/EFL 3 cr.**
 Utilizing the various literary genres, participants in this course examine and explore creative ways of helping ESL/EFL students understand and interpret literature more effectively in their study of language and exploration of self and others. Special attention is given to interactive and collaborative student-centered learning activities. This course exists as a face-to-face course and as an online course offered via distance education.
- GSL 565 Grammar in the Classroom 3 cr.**
 This is a practical, hands-on workshop in which a number of important grammar points are examined from the point of view of the classroom teacher. Our cooperative efforts are directed toward the development of appealing and creative contexts and activities for the presentation and practice of these points.
- GSL 575 Ideas That Work in TESL/TEFL 3 cr.**
 This course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through microteaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of games, role-play and simulation. Students explore innovative ways to deal with grammatical structures and other problem areas of English.
- GSL 600 English Vocabulary and Semantics 3 cr.**
 This course presents an overview of semantics and the structure of the lexicon and examines how semantics and vocabulary acquisition relate to English language teaching. Topics include a lexical approach to ELT, the nature of meaning, word-forming patterns in English, lexis in the syllabus, and techniques for including vocabulary teaching and learning as a basic component of the EFL program. Course requirements include reading from the course text and supplementary articles and related class presentations, examination and critiques of vocabulary teaching techniques and materials, and development of a project related to teaching vocabulary in the classroom.
- GSL 601 Studies in American Culture 3 cr.**
 Readings, films, and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values, and cultural norms. Contrastive data from other cultures are an important part of the course.

- GSL 602 Intercultural Communication 3 cr.**
Lectures, readings, case studies, films and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception, stereotyping, prejudice, ethnocentrism, culture shock, and nonverbal communication.
- GSL 604 Second Language Acquisition 3 cr.**
This course introduces language teachers to the major issues of second language learning. These issues include the nature of true bilingualism; the relationship between the acquisition of one's native language and languages learned after childhood; and biological and social constraints on second language acquisition. Contending models of second language acquisition are evaluated, and applications to language instruction are demonstrated with examples from language learners. *Prerequisites: GSL 500, 502, 542.*
- GSL 605 History of the English Language 3 cr.**
This survey course includes both the inner and the outer history of the English language. In addition, it addresses several areas of specific interest such as phonological and grammatical change, early literature, usage development, and other major developmental components of the English language.
- GSL 606 Curriculum and Syllabus Design 3 cr.**
This course examines the bases of curriculum and syllabus planning for both ESL and EFL programs. Aspects of the course include assessing the needs of different groups of learners; setting realistic goals for a program; surveying existing programs; examining the separate purposes of curriculum and syllabus; and examining various syllabuses for strengths and weaknesses. Participants in the course are asked to relate this information to a particular teaching situation and to develop an outline of a curriculum and an appropriate syllabus for this situation.
- GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching 3 cr.**
The purpose of this course is twofold: to examine approaches in discourse/error analysis of second language learners' written and spoken language, and to provide an opportunity for MATESL students to analyze real data, written or spoken, produced by ESL students and to design instructional materials based on their analyses. Topics include the value of learners' errors in materials development; sources and causes of errors in multi-level, multi-cultural ESL classes; advantages and techniques of error analysis; and the significance of discourse analysis in teaching grammar, vocabulary, and written and spoken language.
- GSL 611 Sociopragmatics 3 cr.**
The purpose of this course is to focus attention on sociocultural and pragmatic issues that are relevant to language use and interpretation. Issues such as the English-only movement and language planning, language and gender, language and power, deixis, speech acts, the dependence of interpretation/use of language on a knowledge of the real world will be examined. The relationship of the two areas and their influence on first/second language learning will be discussed.

- GSL 612 Bilingualism and Multicultural Education 3 cr.**
This course explores the issues of bilingual acquisition, development, and education, with special reference to the needs of linguistic minority children in the United States. It also addresses the related concerns of acculturation, curricular alternatives, and assessment procedures for children whose school language is different from their first language. Major topics in the course include the nature and types of bilingualism, global context of bilingualism, bilingual acquisition and processing, bilingual education policies and programs, sociopolitical and sociocultural concerns, multicultural awareness, special needs and learning disability, and implications for teaching. This course is a required component of the ESL Endorsement program.
- GSL 620 Testing and Evaluation in TESL/TEFL 3 cr.**
This course provides a review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete-point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. The course ends with discussion of less traditional approaches to language evaluation and a look toward future trends which may be developing in the field.
- GSL 655 Language Learning & Assessment for Children 3 cr.**
This course introduces ESL/EFL and mainstream teachers to the following topics concerning school-age language learners: linguistic and cognitive development, methods, materials, content areas and whole-language adaptation and integration, assessment, and curriculum development. Special attention is given to children's cognitive, sociocultural, and linguistic needs; to collaboration between language and mainstream teachers; and to the development of grade-level reading and writing. This course is a required component of the ESL Endorsement program.
- GSL 670 Independent Research in TESL/TEFL 3 cr.**
Restricted to candidates with sufficient background to allow self-directed study in a designated area of inquiry. An independent research course cannot be approved until the student has selected an instructor who is willing to supervise the study. The student must then submit an independent research proposal which has been approved by the supervising instructor. Along with this proposal, an MATESL Independent Research form must be submitted at the time of registration. A final report includes an annotated bibliography in the area of study, reviews of current articles and/or text materials as directed by the supervising instructor, and a paper presenting the findings of the study, to be placed in the library.
- GSL 685 Practicum I: Seminar/Observation 3 cr.**
Students meet in weekly seminars to discuss aspects of classroom procedures including needs assessment, goals and objectives, lesson planning, classroom dynamics and management, evaluating textbooks and materials, and microteaching. Students observe ten to fifteen hours of ESL classes and work with ESL students in capacities such as tutors or conversation partners for ten hours. This course should be taken in the student's second semester in the program, after completing three of the following: GSL 502, 506, 542, 543 or

544.

GSL 688

Practicum II: Classroom Teaching

3 cr.

Under the direction of the practicum instructor with the participation of a "master teacher," students serve as classroom interns for a semester or teach in off-campus programs. Activities include classroom observation, conferences for planning and feedback, and a minimum of twenty to thirty hours of teaching. Internships are arranged in SIS programs, area schools, and a variety of other institutions locally and overseas. It is recommended that this course be taken in the student's final semester and it is restricted to students who have completed GSL 500, 502, 542, 685, and one or the other of 543, 544. The remaining course (543 or 544) may be taken concurrently with Practicum II.

GSL 689

Special Seminar in TESL/TEFL

3 cr.

Readings and discussions on selected topics vary in this course, but they center on current issues, principles and problems in second language teaching and in TESL/TEFL in particular. Each student is also required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.

GSL 690

Thesis Research Seminar

3 cr.

This course is a prerequisite for students who wish to enroll in GSL 691 Thesis, and is also open to other students who desire a comprehensive introduction to qualitative and quantitative research design and methodology. Current research in TESL/TEFL and related fields is surveyed and the process and mechanical conventions and requirements for writing a thesis are introduced. Students select a thesis topic, identify prospective thesis supervisors, carry out a literature review, and complete a thesis prospectus. Any students who do not intend to complete a thesis conduct a research project to be determined in consultation with the instructor. This course exists as a face-to-face course and as an online course.

GSL 691

Thesis

3 cr.

Registration for this course is restricted to students who have successfully completed GSL 690 and have had their thesis prospectus approved by their thesis supervisor. A thesis is a professional quality research project that contributes to the existing body of knowledge in the TESL/Applied Linguistics fields. Students are required to present the results of their thesis research in a public colloquium in lieu of the oral examination requirement. Note: *This course is offered on a pass/no pass basis only.*

Theology and Pastoral Ministry

History and Philosophy

The Graduate Theology and Pastoral Ministry program was initiated in 1960, and remains one of the oldest summer-based theology and pastoral ministry programs in the United States. The program offers our diverse student body with a wide selection of courses taught by internationally recognized scholar-teachers. The Theology and Pastoral Ministry Program emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer, and recreational activities are all integral elements of the program. The faculty members and most students reside on campus, and this contributes to the atmosphere of friendship, hospitality and community for which Saint Michael's is well known.

Class size generally ranges between fifteen to twenty students, which gives ample opportunity for personal attention and consultation with the faculty. Additionally, because summer faculty reside on campus, they are easily accessible. The majority of courses are offered during the summers for a one, two or three-week duration. During the regular academic year selected courses are offered during the fall and spring semesters. The Theology and Pastoral Ministry program also offers two kinds of certificates: the Graduate Certificate and the Certificate of Advanced Specialization.

Objectives

The Graduate Theology and Pastoral Ministry program seeks to inform and shape minister/leaders to become agents of personal transformation and social change. The theological approach is both critically reflective and mutually interpretive, and endeavors to engage faculty and students in a conversation with the historical, hermeneutical and socio-cultural realities that impact theology, the Church and the world. This all takes place in a community of faith that expresses itself in personal and liturgical spirituality.

Master of Arts in Theology (M.A.)

Admission Requirements

General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special prerequisites for this program are as follows:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 3.0 G.P.A., or the equivalent in another country.
2. Ideally, students will have a minimum of twenty-four credits in the humanities including some courses in religious studies and philosophy. Candidates who lack these prerequisites may take them concurrently with degree work (usually without graduate credit); may agree to take more courses than required by the degree; may use some of their electives to make up this background; or may accomplish this through independent readings with the approval of the Director.

Application Procedure

A completed application form supported by the following:

1. Official Transcript(s) of all undergraduate and graduate work mailed directly from the institution attended. Send all materials to the Office of Graduate Theology and Pastoral Ministry.
2. Application fee for credit students.
3. An interview with the director of the program, either in person or by telephone is desirable.
4. Notification of admission decision.

Applicants are notified of the admissions decision after their file is complete and all requirements of the admission process have been satisfied.

Program Requirements

Students are generally free to choose their courses within the required areas of study, but some concentrations require specific courses. If possible, first courses in Old Testament, New Testament, Moral Studies, and Liturgical Studies should be introductions to these fields. The programs outlined below represent the minimum requirements. Students may use some of their electives for additional courses in their area of concentration or other areas of interest.

Degree Requirements

1. Core Requirements

A certain number of courses in Scripture and Theology are required, but the student has a wide discretion in the choice of particular courses within each area. The areas and their corresponding courses are as follows:

- a. Scripture - Two courses (one Old Testament and one New Testament) from among a full cycle offered over a period of approximately four years.
- b. Doctrinal Studies - Two courses from a selection, that include Foundations of Theology, Christology, Ecclesiology, Grace and Eschatology.
- c. Liturgy - One course in this area which includes Worship of the Church, Eucharist, and Sacraments of Initiation.
- d. Moral - One course from among several courses offered in this area.

2. Concentration Requirements

These courses are specific to each concentration and are explained below.

3. Elective Courses

In addition to the core requirements and the courses in each Concentration, the student may choose from a number of elective courses. A broad selection of courses is offered each summer in order to provide the students with ample discretion in the choice of elective courses.

Every course offered in the program can also serve as an elective. Beyond that, other courses are offered according to need, interest, and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum, and thus satisfy their own needs and those of their ministry.

Clinical Pastoral Education (CPE) is offered each summer in cooperation with the Fletcher Allen Health Care (FAHC) in Burlington. Further information on the FAHC program and the application of credit towards the degree for other approved CPE programs is available on request.

Programs of Study

Religious Education Concentration

This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses and three electives. The student must take three specialized courses in religious education (e.g., children, youth, adult, family or special education). Some of these concentration courses may be taken from the education or psychology departments at Saint Michael's College.

Pastoral Ministry and Spirituality Concentration

This concentration is designed particularly for those in the ministerial areas such as counseling, campus ministry, youth work, adult work, hospital ministry, work with the sick, retreats, or parish ministry.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses and three electives. The three elective courses also may be taken in the pastoral ministry area. With approval, some courses may be taken in the psychology department at Saint Michael's College.

Scripture Concentration

This concentration is fitting for those students who wish to deepen their background in Biblical Studies, for those who teach Scripture, and for those who wish to explore the biblical foundations of spirituality.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, two electives (four electives if Old Testament and New Testament background have been satisfied). Four core courses must be satisfied: two in Doctrinal Studies, one in Moral and one in Liturgy. As concentration requirements, the student must take two special courses in the Old Testament (e.g., Pentateuch, Prophets, Writings) and two special courses in the New Testament (e.g., St. Matthew, St. Paul, St. John).

Doctrinal Studies Concentration

This concentration is designed for high school religion teachers, for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses and two electives. Concentration courses can come from scripture or doctrinal studies.

Thesis Option

A student may opt for a thesis instead of two courses (six credits). In this case, a 3.0 G.P.A. is required as well as sufficient undergraduate background in philosophy and theology. A student may wish to write a thesis for the discipline this provides, to learn about research procedures or to prepare for doctoral work. The thesis option involves language, comprehensives and thesis. More detailed instructions are available on request.

Candidacy

Students pursuing the M.A. are admitted provisionally and designated as Special Students until twelve credits have been completed. Then they should apply for full candidacy.

Transfer of Credit

As a general rule, six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. For the most part, required areas must be taken at Saint Michael's College. Detailed instructions are available upon request.

Graduate Certificate

This Certificate Program is designed for students whose employment requires that they obtain additional education but not necessarily a degree. Students may also choose the Certificate Program in order to become more knowledgeable in the areas offered in our program, or as a stepping-stone to the M.A. degree.

Admission Prerequisites

1. Bachelor's degree in arts, science, philosophy, theology or education with a 3.0 G.P.A., or the equivalent in another country.
2. A minimum of eighteen credits in the humanities and ideally some background in philosophy, theology, or religious studies.

Certificate Requirements

The Graduate Certificate program requires six courses (eighteen credits) in specific areas of study. The core areas for this program are normally:

1. Old Testament or New Testament
2. Doctrinal Studies
3. Moral Studies
4. Liturgical Studies
5. Two Elective Courses

If students wish to continue their studies and pursue the M.A. degree, they may apply the Graduate Certificate courses to the degree program provided they meet all requirements.

Certificate of Advanced Specialization (C.A.S.)

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the master's level. It is designed for those students who have graduated at least three years previously and wish to update their skills, their fields, or acquire new ones. Some students pursue doctoral degrees after their M.A. program, but many prefer to become more proficient in certain areas or acquire new skills through the C.A.S. program.

C.A.S. Program

The Certificate of Advanced Specialization requires half the number of courses needed for a Master's degree (i.e., six courses rather than twelve). The Certificate can be completed in three summers, and the program is individualized for each student. The student chooses the area of specialization as well as the electives in consultation with the Program Director.

Admission Prerequisites

A graduate degree in theology, religious education, or a related field and normally three years experience following the awarding of the Master's degree.

Special Notes

Time Limit: There is a seven year statute of limitations requirement. The student must complete the degree or certificate program within seven years from the start of the first semester of course work. Only under special circumstances may students petition for an extension.

Activities: During the summer months, in order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theater, concerts, day trips, hikes, visits to Montreal, Stowe, Weston Priory, movies, and lectures. The campus has a fine arts building with a theater and an art gallery; a recreation center with pool, gymnasium, and racket courts; and is situated close to Lake Champlain and the Green Mountains.

Housing: The summer program provides housing for students who may reside in the dormitories (single rooms) or choose to live with a group of three others in a comfortable townhouse. The townhouses provide private rooms, a large lounge, and kitchen facilities. Townhouse accommodations are also available to families.

Liturgy: There are regular liturgical celebrations during the summer program. An emphasis is placed on the afternoon liturgy, the community's act of worship near the end of the day. Here many persons and talents are brought together in a celebration that expresses our studies and beliefs.

Fees: Our tuition costs have remained very competitive with comparable institutions. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower tuition fee.

Financial Aid: Financial aid is available to students. For more information, please contact the Director of Graduate Theology and Pastoral Ministry.

Faculty: Saint Michael's Theology and Pastoral Ministry faculty are internationally known and have come from a number of North American and European countries. They also reflect a broad spectrum of religious communities and their traditions. New faculty are added each year to augment those faculty members who are with us on a more regular basis. This provides both continuity and fresh perspectives to our program. Please refer to the faculty listings in the back of this catalogue for a partial list of former and current faculty members.

Course Offerings

Old Testament

GTH 521 Introduction to the Old Testament 3 cr.

A historical, theological and literary approach to the Old Testament. The course includes: a survey of modern critical methods, and major theological themes; a survey of early Israel and the Pentateuch, the monarchy, the prophetic movement, the exilic and post-exilic periods, the formation of Judaism in the Persian and Hellenistic periods; and a look at Wisdom literature.

GTH 522 The Prophets of Israel 3 cr.

The phenomenon of prophecy in the Ancient Near East, including Israel. The course situates the "former" and "latter" prophets of the Old Testament within their historical context, and studies the distinctive contribution of each. There is an emphasis on a close reading of the texts as persuasive literature intended to "change the hearts" of the respective listener.

GTH 615 The Writings of the Old Testament 3 cr.

Study of the third section of the Old Testament, the Writings. The course examines the broad spectrum of the Writings from prayerful liturgical song (Psalms) to outrageous theological challenge (Job and Qoheleth). Attention is also given to the historical context of the texts and Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, and Judith.

GTH 616 The Psalms as Old Testament and Christian Prayer 3 cr.

This course explores the Psalms in light of the background in Israel and the ancient Near East, and the relation of the Psalms to Wisdom Literature. Literary and formal characteristics will be studied, as well as a theology of the Psalms and their use of Christian liturgy and piety.

GTH 626 The Pentateuch 3 cr.

The Pentateuchal traditions from faith event through oral transmission to the final written text. This course offers an overview of the historical periods relative to the Pentateuch. By giving special attention to exegesis of key passages and an examination of diverse theories within the text, the course provides a dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

New Testament

GTH 515 The Johannine Writings 3 cr.

This course explores first the structure and theology of the Gospel with special attention to its Christology and the Johannine community behind the Gospel. Next, the course studies the Johannine Letters and their connection to the Gospel.

GTH 517 Pauline Letters and Theology 3 cr.

Life, writings, and theology of St. Paul. This course includes an examination of the social, political and religious context of Pauline literature, with special attention paid to selected letters. Special focus is given to topics or problems such as women in the early church; ministry in Pauline communities; authority and church structure; and Christian life according to Paul.

GTH 520 The Synoptic Gospels 3 cr.

This course is the foundational course in New Testament Studies, and offers an introduction to modern historical-critical and literary methods. The course includes an examination of the contexts of the communities behind each Gospel, as well as giving special attention to the literary technique of the evangelists. The Passion Narratives are a special focus for comparative analysis.

GTH 565 The Gospel of Matthew 3 cr.

This course explores the Gospel of Matthew with special attention paid to the historical and religious context of Matthew's community. In addition, students will pay close attention to the structure and theology of this Gospel as well as Matthew's relation to Mark, Luke and, to a lesser extent, John.

GTH 566 The Gospel of Luke and the Acts of the Apostles 3 cr.

The focus of this course is the two-part work of Luke. Key to this study is Luke's view of salvation history and the development of the early church beyond Jerusalem. The course will also examine Luke's Christology and Luke's relations to the other Gospels.

GTH 718 Apocalyptic and the Book of Revelation 3 cr.

This course concentrates on the Book of Revelation in order to discover its message and discern its contemporary relevance. The course also explores the liturgical character of this text. The critical study of this text is undertaken after a full examination of the apocalyptic background of the writing.

Systematic Theology

- GTH 614 Ecclesiology 3 cr.**
An historical and systematic study of the Church including the origin of the Church, ecclesiologies and church structure in the New Testament period. In addition the course will survey the major historical developments with particular attention to Vatican I and Vatican II. The course also explores contemporary questions regarding basic church structures and the teaching office.
- GTH 620 Faith and the Mystery of God Today 3 cr.**
This course examines the question of God in a scientific age. It investigates the place of experience in faith and religious development, as well as the role of reason, doubt and praxis in a life of faith. Other areas explored include new images of God for the world, and prayer to and worship of the one true God.
- GTH 653 Christology 3 cr.**
This course explores the on-going Quest for the Historical Jesus and the emergence of New Testament Christologies. Included in this study are the historical experience of the Reign of God, the death of Jesus, and the Resurrection. Finally, the course examines the Conciliar definitions and historical developments of Christology, including a dialogue with ecology, feminism and liberation movements.
- GTH 657 Grace, the Presence Around Us 3 cr.**
A history and theology of grace. The course examines the traditional theologies of grace found in the writings of Augustine and Aquinas, followed by a study of contemporary approaches to the mystery of grace in the writings of such scholars as Rahner, Tillich and Teilhard de Chardin. There is also a study of the grace of God as present in pluralistic secular society, in world religions, and other religious movements.
- GTH 693 Principles of Systematic Theology 3 cr.**
This course explores the foundations of Christian faith through an historical, descriptive and systematic framework. Theology is an academic discipline, but its relation to faith gives theology certain fragility. Theology requires openness to relevant philosophical and other background theories as well as the lived experience of people from one generation to the next. The course thus will examine the relationship of faith to reason by first looking at classical approaches to wisdom and truth, and then by analyzing several contemporary approaches to some of the same ultimate questions about the grandeur and mystery of life and our relationship to the Divine.
- GTH 701 Death, Hope and Eternal Life 3 cr.**
This course begins with an exploration of the principles of eschatology by engaging in a discussion of the experiences of evil, suffering and death. Our encounters with the nuclear threat, ethnic cleansing resulting in the breakdown of humanity and human hope for the future are but a few issues that challenge the classic approaches to death and resurrection. This raises the need for a new, post-modern framework in which the Christian symbols of resurrection, new creation, and the second coming of Christ have new meaning in light of our living in the shadow of the Cross.

GTH 737 Feminist Theology 3 cr.

This course examines the issues, methodologies, and conclusions of Christian feminist theology as these have evolved over the past twenty years. The objective of the course is to achieve an appreciation of the ecclesial, theological, and doctrinal import of the various feminist perspectives, and to critically examine their strengths and weaknesses.

Liturgical and Sacramental Theology

GTH 504 The Sacraments of Initiation 3 cr.

This course explores the biblical, historical, systematic, and liturgical treatment of Christian initiation with a special focus on the Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant Baptism, Confirmation and first Eucharist. Special attention will be paid to the anthropological, Christological and ecclesial dimensions of sacraments as well as questions common to all sacraments.

GTH 526 The Worship of the Church 3 cr.

A study of worship and worship practices in the Christian church from historical, anthropological, and pastoral perspectives. Included in the course are examinations of celebration in time and space as a response to the perceived presence of God, the role of ritual and symbol, a theology of worship, the Sunday celebration of the Eucharist, the Liturgy of the Hours, and Liturgy in relation to social justice and spirituality.

GTH 527 The Eucharist 3 cr.

In this course, students will examine the experience of symbol as a basis for understanding the Eucharist. This is followed by a study of Eucharistic themes in the New Testament, and the historical and cultural factors that led to a changing theology and celebration of the Eucharist in the life of the church. This historical survey will include an exploration of the art, architecture, and sacred space that reflected these changing approaches to Eucharist. Finally, the course will examine contemporary current issues in Eucharistic theology such as questions of "Real Presence," sacrifice and inter-communion.

GTH 528 Sacraments of Healing 3 cr.

The revised rites of reconciliation and anointing are the basis for the study of the sacraments of forgiveness and healing. Emphasis is given to the history and theology of each sacrament and to discussion of related pastoral issues.

Moral Theology

GTH 580 Foundations of Moral Theology 3 cr.

Basic principles and methods of Catholic moral theology. The course begins with a study of the character of the moral agent, sin, and conscience, and is followed by an examination of the biblical foundations of morality and Christ as the paradigm for the moral life. The course will also explore the role of the Magisterium, moral norms, and the natural law. The course concludes with reflections on the moral imagination and discernment of spirits.

GTH 654 Social Ethics 3 cr.

This course will offer a critical review of some of the main lines of thought

that have developed in the social teachings of the Church over the past 100 years. Five broad areas of social concern form the direction of the course: politics, economics, international peace, culture, and the family.

GTH 660 Human Sexuality and Christian Living 3 cr.

Sex and gender are vital elements in moral and religious life. This course offers a critical reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy, and social discrimination based on male and female role definitions. All these issues are considered in light of biblical, historical, philosophical, psychological, and cultural factors. The course explores all of these issues in light of the developing understanding of human sexuality found in the church's magisterial documents.

GTH 724 Medical Ethics 3 cr.

This course is a survey of the major moral issues in medical ethics with special emphasis on the role of pastoral ministers and religious educators in medical issues. Topics considered include the human rights of patients, the care of infants and children, AIDS, reproductive technologies, the care of the dying, and the problem of justly meeting the health care needs of all people.

Religious Education

GTH 530 Foundations of Religious Education 3 cr.

This course offers an examination of the nature and purpose of catechesis by looking at the history and development of catechesis from early Christian times to the present day. Special emphasis is placed on key contemporary documents related to catechesis. Students will also discover practical insights to work with persons at all levels of faith: children, youth and adults.

GTH 534 Adult Religious Education/Formation 3 cr.

The theory and practice of adult religious education-formation has matured over the past twenty years along with the growing need for adult education. Among other topics, this course will explore how adults learn, the stages of faith development and the methods for meeting adult needs.

GTH 536 The Religious Development of Youth 3 cr.

Religious and psychological patterns of development call for new approaches to education in faith for children and youth. As young people renegotiate family and peer relationships, the pastoral educator is challenged to help these young people search for an image and experience of God that they find real. This course will explore these themes and suggest ways in which young people can develop symbol systems, community and a life of prayer, and in the process deepen their own faith journey.

Spirituality and Pastoral Ministry

GTH 651 Spiritual Direction 3 cr.

The purpose of this course is to help the student learn and/or deepen the capacity to assist others in recognizing and responding to God's action in their lives. The premises of the course are: God is engaged with us in our lives, God seeks a response from us that is open to development, and talking about our experience of God with a director helps us respond more fully.

GTH 652A The Theology and Forms of Prayer 3 cr.

Understanding one's own prayer life is the starting point for this course. From this initial uncovering students will explore prayer in the scriptures and different forms of Christian prayer practices in the lived tradition of the Church.

GTH 659 History of Christian Spirituality 3 cr.

This course studies the various periods in the development of Christian spirituality and of the writings of such major figures as Augustine, Bernard of Clairvaux, Hildegard of Bingen, Meister Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross, and Thomas Merton.

GTH 698 Introduction to Pastoral Counseling 3 cr.

A presentation of practical techniques in individual and group pastoral counseling. Some of the topics included in this course are the art of questioning, interview stages, active listening, dealing with negative emotions, and crisis intervention. In addition, information on the psychology and spirituality of pastoral care will be covered.

GTH 703 Pastoral Counseling: Self-Awareness and Ministry 3 cr.

Use of psychological and theological concepts to uncover and develop one's self-awareness and personal coping skills. Examples of topics to be covered are self-evaluation, essentials of pastoral counseling, techniques in appreciating one's own personality, dealing with pressure, cognitive distortions, Christian masochism, counter-transference, integrating theology of hope with the psychology of stress, and addressing apathy and anger.

GTH 705 The Theology and Spirituality of Suffering 3 cr.

This course considers the Paschal Mystery as Christianity's response to the situation of suffering and the issue of death. It will focus on the theology and spirituality of suffering in an attempt at developing a comprehensive pastoral approach to the many forms of suffering and death.

GTH 712 Spiritual Direction and MidLife Development 3 cr.

The spiritual and psychological challenges of the midlife period. Students will examine ways in which spiritual direction facilitates midlife religious development. The course also studies people's imagery of themselves, others and God and the way they process their life stories as well as various interpersonal dynamics. The director's role in developing a more vital faith relationship and faith vision comprises the final portion of the course.

GTH 895 Clinical Pastoral Education 6 cr.

This course is available each year in cooperation with Fletcher Allen Health Care is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

Electives

Examples of elective courses offered in past years:

- GTH 545 Women and Ministry (3)
- GTH 656 Themes in the Theology of the Spiritual Life (3)
- GTH 661 The Vocation, Mission and Ministry of the Laity (3)
- GTH 694 Ministries in the Church Today (3)
- GTH 711 Contemporary Models of Spirituality (3)
- GTH 738 Liturgical Catechesis (3)

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Assistant to the President	Lisa Beale Powlison
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Director of the Office of Edmundite Campus Ministry	Rev. Marcel Rainville, S.S.E.
Director of Human Resources	To be appointed
Provost/Vice President for Academic Affairs	Janet Watson Sheeran, Ph.D.
Dean of the College	John Peter Kenney, Ph.D.
Associate Dean of the College	Edward J. Mahoney, Ph.D.
Associate Dean for Academic Affairs	Robert Letovsky, Ph.D.
Director of Study Abroad	Kelly Cullins
Dean of International Studies	Bonnie Tangalos, Ed.D.
Associate Dean for the School of International Studies	Richard Gamache
Director of Library and Information Services	To be appointed
Director of Information Technology	Billie Miles
Director of Institutional Research	John Kulhowvick
Registrar	John D. Sheehey
Vice President for Finance	Neal E. Robinson
Director of Finance	Mary Jane Russell
Manager of Financial Accounting	Shirley Goodell-Lackey
Bursar	To be appointed
Director of Physical Plant	David A. Cutler
Director of Purchasing and Auxiliary Services	David P. Coseo
Vice President for Enrollment and Marketing	Jerry E. Flanagan
Director of Admissions	Jacqueline Murphy
Director of Admissions and Marketing	Diane M. Goodrich
Director of Financial Aid	Nelberta A. Lunde
Director of Public Relations	Buff Lindau, Ph.D.
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Associate Vice President for Principal Gifts	Richard V. DiVenere
Director for Advancement Services	Travis Gray
Director for Alumni and Parent Relations	Patrick Gallivan
Director for Annual Giving	Theresa Pepitone Selby
Director for Government, Corporate and Foundation Relations	Angela Irvine
Director for Special Gifts	Anne Whitmore Hansen
Vice President for Student Affairs	Michael D. Samara
Director of Athletics	Geraldine Knortz
Director of Food Service	Robert Whitcomb
Director of Multicultural Student Affairs	Kyle Dodson
Director of New Student Programs and Development	Grace Kelly
Director of Residence Life	Louis DiMasi
Director of Safety and Security	Peter D. Soons
Director of Student Activities	Jennifer F. Cemosia
Director of Student Health Services	Susan Jacques
Director of Student Resource Center	David Landers, Ph.D.

Graduate Faculty

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M. Birger Benson, M.B.A.
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James E. Catone, Ed. D.
University of Massachusetts

Jon Crystal, M.B.A.
Massachusetts Institute of Technology

Casimir Danielski, Ph.D.
University of Vermont

Kevin J. Kelley, M.F.A.
New York University

Joanne LaBrake, M.Ed.
Saint Michael's College

David LaMarche, M.B.A.
Boston University

Robert Letovsky, Ph.D.
Concordia University

Brian Lewis, M.A.
Purdue University

Ted J. Mable, Ph.D.
Boston University

Tamara Mullarky, M.B.A.
Rensselaer Polytechnic Institute

Eric Nelson, Ph.D.
University of Illinois

Tim O'Connor, M.Ed.
Castleton State College

Paul Olsen, M.S.A.
Saint Michael's College

Carole Parker, Ph.D.
Case Western Reserve University

Joanne Scott, M.B.A.
Dartmouth College

Johnnie Stones, Ph.D.
University of Colorado

Dennis W. Voigt, M.B.A.
University of Vermont

Norman E. Walker, M.B.A., C.P.A.
New York University

William Wargo, J.D.
New York University School of Law

Clinical Psychology

Jeffrey Adams, Ph.D.
State University of New York at Buffalo

Louise Dietzel, M.S.
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Carolyn Edwards, Ph.D.
United States International University

Joyce Edwards, Ph.D.
University of Vermont

Donald Hillman, Ph.D.
Harvard University

Barry Krikstone, Ph.D.
Southern Illinois University

Susan Kuntz, Ph.D.
Syracuse University

Sharon Lamb, Ed.D.
Harvard University

Robert Lavalley, Ph.D.
University of Vermont

Ronald B. Miller, Ph.D.
University of Vermont

Helene Nilsen, BSN, MSN, Psy.D.
University of Colorado

David Ritter, Ed.D.
Pennsylvania State University

Naomi Shapiro, M.S.W., L.C.S.W., B.C.D.
University of Connecticut

Education

Georgina Andrews, M.Ed.
Saint Michael's College

Alan Block, Ph.D.
Saint John's University

Gail Chase, M.S.
Rhode Island College

Judith A. Christensen, Ph.D.
University of Vermont

Peggy Rohrs Dorta, M.Ed.
Southern Connecticut State College

Marilyn Gillis, M.Ed.
University of Vermont

Judith Hillman, Ph.D.
University of Nebraska

Linda Hunter, M.Ed.
Goucher College
Saint Michael's College

Elizabeth Inness Brown, M.F.A.
Columbia University

DeeDee Jameson, Ph.D.
Union Graduate School

Aostre Johnson, Ed.D.
University of North Carolina at Greensboro

Ann Joppe-Mercure, M.Ed.
Saint Michael's College

Anne Judson, Ed.D.
University of Vermont

Janet Larson, M.Ed.
Saint Michael's College

Linda Lembke, M.L.S.
S.U.N.Y., Geneseo

David Leo-Nyquist, Ph.D.
University of North Dakota

Jill Mackler, Ed.D.
University of Vermont

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Syracuse University,
University of Vermont

Janna Osman, M.Ed.
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G. Robert Pasco, Ed.D.
University of Vermont

Jean Prindle, M.Ed.
University of Miami

David Ritter, Ed.D.
Pennsylvania State University

Joan Robinson, M.Ed.
Rutgers University

Laima Ruoff, Ph.D.
University of Washington

Naomi Shapiro, M.S.W., L.C.S.W., B.C.D.
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Carol Smith, M.Ed.
University of Vermont

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Anne Tewksbury-Frye, M.Ed.
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Marilyn Varricchio, M.Ed.
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University of Mainz, Germany

Sheena M. Blodgett, M.A.
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University of Vermont

Carolyn B. Duffy, Ph.D.
Georgetown University

Daniel W. Evans, Ph.D.
University of Texas at Austin

Robert P. Fox, Ph.D.
University of Illinois at Urbana-Champaign

Polly O. Howlett, M.A.
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Susan Jenkins, Ph.D.
Pennsylvania State University

M. Kathleen Mahnke, Ph.D.
Indiana University

M. Elizabeth O'Dowd, Ph.D.
University of Colorado at Boulder

Barbara S. Sargent, M.A.
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Alice M. Thayer, M.A.
Saint Michael's College

Robert S. Williams, Ph.D.
University of California at Los Angeles

Theology and Pastoral Ministry

Rev. Eoin G. Cassidy, Ph.D.
Institut Superieur de Philosophie, Paris

Rev. Patrick Collins, Ph.D.
Fordham University

Elizabeth A. Dreyer, Ph.D.
Marquette University

Rev. Michael Drumm, S.T.L.
Gregorian University of Rome

Janet O. Foy, Ed.D.
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Rev. Richard N. Fragomeni, Ph.D.
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University of Strasbourg, France

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Ecole Biblique, Jerusalem

Edward J. Holland, Ph.D.
University of Chicago

Leslie J. Hoppe, O.F.M., Ph.D.
Northwestern University

Aostre Johnson, Ed.D.
University of North Carolina at Greensboro

Philip S. Keane, S.S.
Catholic University of America

Rev. Dermot Lane
Angelicum University, Rome

Bruce H. Lescher, Ph.D.
Graduate Theological Union, Berkeley

David Purpel, Ed.D.
Harvard University

Sr. Roseann Quinn, SSJ, D.Min.
Catholic Theological Union

Lucien Richard, o.m.i., Ph.D.
Harvard University

Susan K. Roll, Ph.D.
Catholic University of Leuven, Belgium

Stephen Bede Sharper, Ph.D.
McGill University

Monica Verpleogen Vandergrift, Ph.D.
Duquesne University

Robert J. Wicks, Psy.D.

Frequently Called Numbers

General Information:

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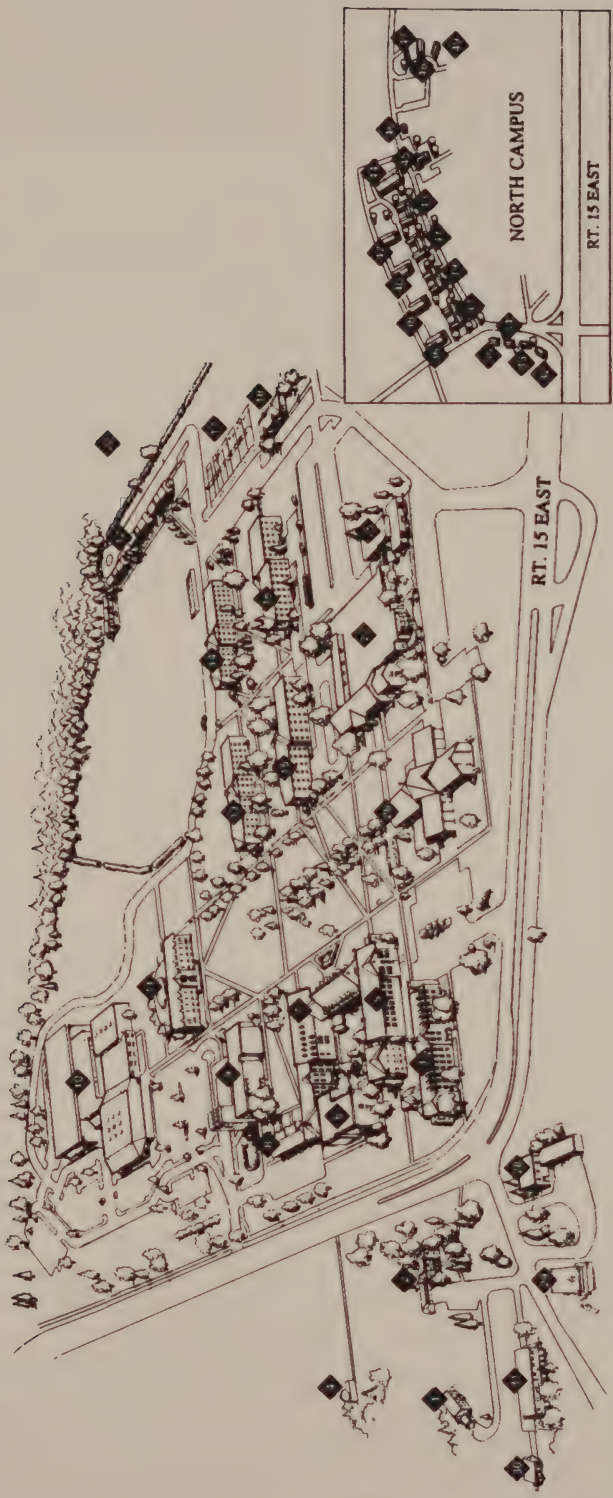
Specific Information:

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Graduate Studies	(802) 654-2100
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Security	(802) 654-2374
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(Last Name Beginning with A-L)	(802) 654-2581
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ACADEMIC CALENDAR — 2002/2003 (TENTATIVE)

Fall Semester 2002

August 31 - September 2
New Student Orientation
September 2
Upperclass Registration
September 3
Classes for all

September 11
Last day to add a course

October 14-15
No classes

October 18
Last day for making up I grades from
Spring and Summer terms
Quarterly reports due

October 25
Last day to withdraw from a course

November 26
Thanksgiving Recess begins after
last class
December 2
Classes resume

December 13
Last day of classes
December 14-15
Study days
December 16-21
Final exams

Spring Semester 2003

January 12
Registration
January 13
Classes for all

January 21
Last day to add a course

February 21
Last day for making up I grades
Quarterly reports due
Winter recess begins after last class
March 3
Classes resume

March 7
Last day to withdraw from a course

April 17
Easter Recess begins after last class
April 22
Classes resume

April 29
Last day of classes

April 30
Study day
May 1-3
Final exams
May 4
Study day
May 5-6
Final exams
May 10
Baccalaureate
May 11
Commencement



SAINT MICHAEL'S COLLEGE

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